REPORT RESUMES

ED 003 415 24

EXPERIMENTAL PROGRAM FOR MOBILIZING COLLEGE STUDENT VOLUNTEER SERVICES TO COMMUNITIES.

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NORTH CAROLINA UNIV., CHAPEL HILL
REPORT NUMBER CRP-F-049 PUB DATE 64
CONTRACT OEC-SAE-325-EDU-3
EDRS PRICE MF-$0.27 HC-$5.52 138P.

DESCRIPTORS- *ACTION PROGRAMS (COMMUNITY), *COMMUNITY ACTION, COMMUNITY RECREATION PROGRAMS, *COMMUNITY SERVICE PROGRAMS, HEALTH PROGRAMS, SOCIAL SERVICES, *STUDENT VOLUNTEERS, COMMUNITY PROGRAMS, COMMUNITY STUDY, VOLUNTEERS IN SERVICE TO AMERICA (VISTA), DURHAM, NORTH CAROLINA

AN EXPERIMENT WAS CONDUCTED IN MOBILIZING COLLEGE STUDENTS FOR SUMMER ASSISTANCE IN COMMUNITY DEVELOPMENT AND POVERTY PROGRAMS. APPROXIMATELY 100 STUDENT VOLUNTEERS WERE CHOSEN TO PARTICIPATE ON THE BASES OF THEIR STABILITY, MATURITY, ABILITY TO COMMUNICATE, AND DEDICATION. THEY WERE PLACED IN SIX AREAS WHERE COMPREHENSIVE COMMUNITY ACTION PROGRAMS WERE UNDERWAY. THE VOLUNTEERS TOOK PART IN A VARIED PROGRAM WHICH INCLUDED--(1) INTENSIVE SOCIAL WORK, (2) DAY CARE CENTERS, (3) CONSTRUCTION, (4) PUBLIC HEALTH, (5) ADULT EDUCATION, AND (6) JOB PLACEMENT. THERE WAS SOME DISSATISFACTION ON THE PART OF BOTH SUPERVISORS AND VOLUNTEERS, AND SUGGESTIONS FOR FUTURE PROGRAMS CENTERED ABOUT (1) TRAINING, (2) ORGANIZATION, AND (3) COORDINATION WITH LOCAL PROJECTS. THE CONTINUATION OF SOME PROJECTS STARTED BY THE VOLUNTEERS AS WELL AS THE CREATION OF VOLUNTEERS IN SERVICE TO AMERICA (VISTA) AND SIMILAR PROJECTS INCORPORATED BY OTHER COLLEGES AND UNIVERSITIES ATTEST TO THE IMPACT OF THE ORIGINAL PROGRAM. (PM)

ED003415

F-049

THE NORTH CAROLINA FUND
Post Office Box 687
DURHAM, NORTH CAROLINA

Report on
The North Carolina Volunteers
Summer Program
1964

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Report on
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Summer Program
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ED 003415

THE NORTH CAROLINA VOLUNTEERS

FINAL REPORT

Cooperative Research Project No. F-049, Contract SAE 325-EDU-3

Period Covered by Report: June 1, 1964 to October 31, 1964

Name of Institution: University of North Carolina, Chapel Hill

Title of Project: Experimental Program for Mobilizing College Student Volunteer Services to Communities

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PREFACE

The North Carolina Volunteers grew out of an idea advanced by Governor Terry Sanford in the summer of 1963--before The North Carolina Fund was established and before any consistent program aimed at the problem of poverty had been developed. After the Fund was established, James T. Beatty worked further on how to use college students in community programs dealing with low-income and disadvantaged families.

Fund staff suggestions for a summer college student Volunteer program attracted the interest of the U. S. Office of Education in January, 1964, and negotiations aimed at starting a summer pilot program continued during the months of January and February. In March, with establishment of seven experimental community action projects in the state a virtual certainty, The North Carolina Fund decided to launch an experimental college student Volunteer program in these seven communities in June. Support for the program was to be provided roughly 50 per cent by The North Carolina Fund and 50 per cent by the U. S. Office of Education in cooperation with the University of North Carolina.

This report contains the story of that demonstration program. It is an understatement to say that the Fund undertook this project under adverse conditions. The program was started too late to reach many of the students who might be interested in the program. It was started with just one full-time staff member who was faced with the task of developing the program, spreading information throughout the state, recruiting and selecting students, recruiting and selecting a staff, arranging for assignment of the students to challenging tasks in each of the seven communities, conducting a training program, arranging for the housing and feeding of student teams, and carrying out the program in the field.

The Fund took a considerable risk; it made mistakes; but in balance it can only be concluded that the program was a very substantial success.

In this report we have not hesitated to point out problems that we faced, mistakes that we made, and changes that should be considered in adaptation of the idea in other states. But our candor, and the possible negative complexion that it may cast on the over-all program, should not be misinterpreted. In the opinion of all who participated, the North Carolina Volunteer program in 1964 was an unqualified success. The significance in its impact on North Carolina can probably best be measured by the fact that the program has been continued, expanded, and strengthened for 1965. Two hundred and fifty students will work in 21 different communities. Seventeen of the 1964 Volunteers are returning this summer. Others who participated in 1964 joined the special Community Action Technician Program of the Fund for the year 1964-65.

But the story of the North Carolina Volunteers, the best report on the Volunteers, is not on paper. It is preserved in the hearts of those with whom the Volunteers worked, in the minds of the Volunteers, and in the impact the Volunteers had on the communities in which they worked.

If there is any one source in which this spirit of the 1964 Volunteer program is captured, it is in the movie which accompanies this report. No state or community considering a program of this kind should evaluate the North Carolina experience without viewing the Fund's movie, "The First 100," in connection with this report. The two are complementary. The movie captures the very positive impact of the program as it happened, where it happened. The report goes behind the movie to show how the Fund would strengthen administration to help preserve that spirit which represents the best in American youth and the hope of American democracy. That spirit was in evidence in the Volunteers, and we are confident it will continue.

Many, many people contributed to the success of the 1964 North Carolina Volunteers. Each of them has our deepest thanks and appreciation. In particular, the Fund is grateful to Dr. Charles Bowerman of the Institute for Research in Social Science at the University of North Carolina at Chapel Hill, whose interest and understanding, with that of the other University officials, made financial support of the project possible.

Finally, it is clear that the program could not have succeeded without the intelligent direction, inexhaustible energy, and deep commitment of the Reverend Jack P. Mansfield who joined the Fund staff to direct the Volunteers program in early April of 1964. He will always have the gratitude of the Fund Board of Directors and staff for a job well done.

George H. Esser, Jr.

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Introduction

The North Carolina Volunteers program was an experiment in mobilizing college students for assistance in communities where The North Carolina Fund is conducting comprehensive programs in community development. From its conception in the form of a handwritten memo from Governor Terry Sanford to its culmination in the involvement of 94 students during the summer and, subsequently, students in 13 colleges during the academic year, the Volunteers program has benefited from spontaneity and enthusiasm, and suffered all the growing pains of an experimental project. Yet, it has demonstrated that students can serve in varied tasks, can use ingenuity, can work with agencies, and can, on their own, carry the work into the academic year, despite the press of studies and college life.

Objectives

The program was designed:

1. **To develop a pilot program involving the use of college student volunteers for community work in education and services aimed at dealing with the causes of poverty in North Carolina.**
2. **To experiment with materials and techniques for the recruitment and placement of college student volunteers, and to experiment with programs lending themselves to intensive utilization of the participants.**
3. **To conduct conferences to develop guidelines for activities of student volunteer groups, and to create interest at the local campus level for recruitment and programming purposes.**

Summary of results

First Objective - Approximately one hundred college students were recruited, trained, and placed in six communities including eleven counties in which comprehensive community action programs are being supported by The North Carolina Fund. They served individually through agencies, in groups on projects already in progress, and, in many cases, on projects that they themselves established.

Second Objective - The recruitment program was successful in drawing 750 applicants, from which the final 100 were chosen. This was achieved despite the fact that the program began late in the spring when many college students had already made summer plans. Placement of students, though somewhat haphazard because of its late beginning, was considered successful. Where difficulties developed, or where Volunteers were not fitted for the jobs to which they were assigned, the students themselves and their supervisors were able to make reasonably good adjustments in many of the cases. Experimental and original projects frequently grew out of such difficulties. Three projects, begun by Volunteers, are now full-blown programs funded by The North Carolina Fund or the Office of Economic Opportunity. The variety of tasks performed provided a test of the usefulness of non-professional volunteers, of the stamina and ingenuity of young people, of the receptivity of communities, and of the active participation of those members of the communities for whom the program was designed. The test was predominantly successful; where it failed or was less than successful, its errors and shortcomings have provided guidelines for future use of volunteers in economic opportunity programs.

Third Objective - Instead of state-wide conferences in the spring to interest students and later, during the fall, to discuss the summer program and possible off-campus work during the academic year, the Volunteers staff relied upon small meetings on each college campus. The demands of personal contact and limitations of time prohibited visits to all campuses, however, and the predominance of applicants from colleges visited pointed up the need for more time to spend on recruitment. Similarly, campus volunteer work has flourished either where organizations already in existence have been sparked by the idea of student volunteer work (to work through existing groups is a policy of the Fund), or where visits from staff members have provided the stimulus. Thirty-nine out of the 94 Volunteers replied to a follow-up questionnaire about volunteer work on their campuses since the summer program. Of these, 16 are working in projects in their spare time or are helping organize campus groups to do volunteer work. Thirteen colleges have active programs, some of them begun this year and others which were already in existence but have expanded. In four more colleges students are in the process of organizing programs. A 30-minute film to aid in recruitment and explain the work of last summer's Volunteers has been completed by Dick Schoener of the Fund's public information staff and has been shown on a number of television stations. Seven former Volunteers are serving as "community action technicians" in a program developed by The North Carolina Fund for training personnel needed in the field.

A note on evaluation

Ideally, any pilot project should be well documented, objectively evaluated, and planned so that such evaluation is possible. The North Carolina Volunteers project suffered from a lack of planning for evaluation due primarily to a lack to time. The sacrifice of adequate evaluation was more than balanced -- in seizing the moment of enthusiasm for the program --

by the gain in having a project completed. The knowledge that such a project could work, even if beset by problems, has provided the impetus for other volunteer programs throughout the country, and the experience on which to improve them. This experience, and thus, its evaluation, is necessarily impressionistic under the circumstances. And the difficulty of evaluating this project is, in itself, a good lesson for future project directors.

Lacking formal objective questionnaires and tools to yield a valid report of results required by good research design, the evaluation had to be based on an open-ended questionnaire filled out by Volunteers at the end of the summer, on their daily logs, on supervisors' reports, on the on-site observations of Gerald Bell (a member of the Department of Sociology and Anthropology, University of North Carolina at Chapel Hill), on subjective judgments by the Fund staff and community personnel, and on verbal reports. None of this material has been validated, all of it was impressionistic, much of it was difficult to categorize. But it provided, nevertheless, strong indications of the successes and failures of the project and, as such, has served as the source for this report. The drafters of this report were faced with an additional difficulty in doing an ex post facto evaluation. Due to misunderstandings, daily logs of the Volunteers were sometimes read by more people than the designated staff members. When the students found this out, the candid quality of their logs greatly decreased. Because of this, less credence was placed in the logs than in the questionnaires filled out at the end of the program, and only those comments and criticisms frequently recurring in the questionnaires were taken into account. The questionnaires may also have suffered from this lack of candidness, and this must be taken into consideration; but there is less likelihood that their results were so biased, since they came at the end of the summer's work.

This evaluation is, unfortunately, one-sided, because there were not personnel, time, or money to interview community leaders in any organized fashion or participants at all. But such obvious results as were possible to record are included. Recommendations arising from the evalaution have been made an integral part of the report.

The variables that one cannot measure in retrospect were of considerable influence in the work both of supervisors and Volunteers, in ways sometimes positive, sometimes detrimental. Predominant among these were group living and the imposed isolation of groups living in Negro college dormitories, the influence of politics in a hotly-contested primary election, and the fact that teams went into communities before community development project directors came in themselves, thus frequently paving the way for the directors. Considering these problems, the impact of the Volunteers beyond their immediate tasks was that they broke ground for future community development efforts. It was a task assigned to them in part by default, in part intentionally, because they were a part of an experimental project. But one must recognize, in determining the value of the experiment, the influence of these factors.

Comments from The North Carolina Fund staff

Members of the Fund staff who worked most closely with the program during its development expressed their judgment of its value and noted a few problems.

The Rev. Jack Mansfield, Director of Special Projects, pointed out three areas of success.

"The North Carolina Volunteers, as a program and as people, are uniquely successful; and yet, how few are the tangible evidences of that success! It is extremely rare when the results of service can be documented, while the frustrations faced in the delivery of that service become the record of activity. How easy it is in the midst of very pragmatic day-to-day operational problems to lose sight of the purposes and goals of a program!

"Of primary importance is the fact that it was possible to enlist a considerable number of college students willing to devote their entire summer to the unproved premise that non-professionals could make a significant contribution to professional agencies in helping the disadvantaged to help themselves. With the promise of hard work, poor living conditions, long hours, and sub-poverty wages, college students by the scores and hundreds petitioned to be a part of this experiment.

"Secondly, not only were agencies willing to participate in this program, but they showed a facility for change and creativity of which they might not have believed themselves capable previously. The Volunteers were able to define effectively new roles; they stimulated new and valuable programs; they established, in a very beautiful way, rapport with the client group with whom they were able to identify easily. They, likewise, accepted and were accepted by the agency professionals and the community as a whole at the same moment that the bi-racial character of their group could have been a serious threat to the tranquility of the local society.

"There is no end to the creativity, ingenuity, energy, and enthusiasm of the college Volunteer -- but all made the more valuable by the seriousness and sense of responsibility which they exhibited continually.

"That college student Volunteers, representative of sub-professionals, can make a significant contribution in the efforts of professional agencies, organizations, and programs in helping the disadvantaged to break their own cycle of poverty is now an established fact.

"Finally, and perhaps most important, the program had an immense effect upon the participants themselves. A number of Volunteers who had completed their college education made immediate career changes in response to the stimulus of the summer experience. The long range effect on the student participants, and ultimately the society of which they will be a part, is not measurable, but already we see large groups of 'ex-Volunteers' spearheading efforts on their local campuses to develop 'in-school' Volunteer programs. That the students' lives have been affected, changed, and perhaps reshaped is obvious -- and good."

Dr. William Darity, head of program development at the Fund, stated:

"It has been my observation that in general the Volunteer program of last summer was well accepted in most communities. I am particularly referring to the work which was done in both Durham and Tri-County communities in which the demand necessitated follow up by the Fund and requests for Fund assistance. Both of these programs -- one a Day Care Center and the other Adult Basic Education -- were the forerunners of what is now a part of the community action programs of these two projects. My major concern with last year's project was the lack of a reasonable number of Negro supervisors in the program. That there were few Negro supervisors and that some segretated teams were used have been brought to my attention. These two areas should be taken care of in this year's program."

Community Development Director William Koch summed up the value of the experiment in this way:

"For the Volunteers, I believe from all comments I have heard, the program provided an excellent learning experience, opening the eyes of the students to the problems of the people of poverty and affording them a first-hand exposure to the ways by which communities and their agencies deal with the problems of people in poverty. The exposure of young people, who will become citizens and leaders, to the realities of poverty in community life is probably the greatest contribution made by the 1964 program, and on this ground alone the program deserves continuation.

"It is clear from all I have observed that the coming of Volunteers to serve in community agencies and programs contributed greatly to opening eyes in the community to the same problems. In effect, the Volunteers laid important ground-work for the later development of the community action programs now getting under way. Whatever negatives may have existed -- and there were, of course, several -- were mainly related to the difficult problems of initiating an unprecedented program serving many communities in a situation where time for planning and preparation were necessarily limited by circumstances of history.

"As a second-round program begins, I believe that many of the difficulties encountered in the first year will be less apparent, simply because both the Fund and the state have now had successful experience with such a program, and because, at least in the existing Fund-related projects, working relationships in the community can now be facilitated through the community action organizations that are now in operation."

Community leaders speak

Some twenty people who worked closely with the North Carolina Volunteers last summer were asked for their comments, frank opinions, and some measure of their community's reaction to the Volunteers. These people spoke as individuals, as agency representatives, as public school administrators, as newspapermen. Some of them provided a reaction to only the one or two Volunteers with whom they worked; some had the experience of a whole team in mind, though perhaps their contact with single Volunteers was less close. Without exception they were strongly in favor of having teams assigned to their areas again in 1965. All of these areas are, in fact, included among the 20 communities (representing 28 counties) that have requested 26 teams for the coming summer's program. Without exception they recommended better preparation and more coordination between the Fund Volunteer staff and local communities and agencies prior to the arrival of the teams. Without exception also, they viewed living arrangements, transportation, foundering at the beginning, and so on, all as minor problems, all as things that can be worked out with time and cooperation. They spoke of the benefits -- whether lasting or temporary -- as far outweighing any of the difficulties: the birth pangs of an experimental program, the youth of the Volunteers, the inexperience, the impatience. They pointed to the Volunteers' enthusiasm, dedication, sincerity, adaptability, and versatility. And they emphasized tasks well done, warmth and appreciation, and rapport established where rapport had never existed before.

According to the people contacted, communities responded well to the Volunteers. "We've had people ask, 'Are they coming back next summer?' and I think this is the best indication that they served well," said one community development worker in an urban area. A school principal in a rural area reported the reaction as "very favorable;" another school official from the coastal area said it was "generally good." A mountain area principal said, "There was little reaction in the community -- certainly very little resentment was in evidence -- and after work...got underway their value was noticed." Others characterized the reaction as "interested," "grateful," and "good." A school principal in a rural area where an integrated team served regretted the lack of community acceptance on all fronts, but saw strength in the program because the Volunteers were accepted by many in the communities and by those with whom they worked. In the same area a welfare director, who described the reaction as good, said that where there was negative reaction, it could be "attributed largely to local feeling against the teams' integrated living." A health director in the mountains said, "I don't feel the community was involved enough outside of the personnel of the agencies with whom they worked. Much interest was aroused in these agencies, and, of course, to some extent outside of them." A city newspaperman put it this way: "Most people are nonchalant about practicing the war on poverty, and the man on the street didn't know what they did. He is a headline reader only. But the people in the poverty sections where Volunteers worked did know what they did through direct contact with them. They were happy to see that somebody was interested in poverty, but were disappointed that they were just college students."

The newspaperman went on to comment that most of the Volunteers were students from upper middle class families who "don't know what poverty is. Maybe they should be people who are reared in poverty, someone who has worn old, dirty clothes....If you are trying to do something for the present generation, this is good; but if you are educating the future generation, you need the upper middle class volunteer....Maybe a mixture of the two would be a good idea." But he pointed out the Volunteers' enthusiasm and ambition to get into the program, "to get their hands dirty, to work directly with people....They had a lot of ideas. They breathed some fresh air into programs that have been around for a long time and become sort of stuffy. Some of the professionals thought they had too many ideas."

A health director, commenting on the assets of the Volunteers, said, "We found these young people were well qualified for this particular activity because they accepted these families with whom they worked as they found them in spite of very trying and discouraging problems. We found them particularly able to be patient in approaching these people...." A welfare director's assessment was that "the process for selecting the young people to serve in this program was good. [They] were high type and were very resourceful in their work." From a community action director came the statement: "...perhaps their eagerness and enthusiasm was the single most important factor in their successful contribution. It surely was not their chronological maturity and expertise." This point was also made by a person in city planning, who commented, "I think this...is inherent in a group of youngsters who are a little starry-eyed about how much contribution they can make. If they weren't, they wouldn't make very good volunteers.... I think it is something you can deal with." He was also concerned because he was not sure there was adequate screening, and expressed the opinion that if a volunteer has emotional problems, he should be dropped from the program, even though it might be damaging to him to be dismissed.

A health educator observed "the high caliber of the Volunteers selected" and their "deep dedication...to render a needed service to humanity...their real concern..." An educator mentioned their self-reliance, self-confidence, and responsibility; an urban development official, their patience and inspiration; a school principal, their youth, enthusiasm, intelligence, and willingness to help the people who need it. He also recognized that there was some local resentment among educators, that "a few of the Volunteers seemed to try to promote integration rather than let this be a natural part of their work attitude and working relationship with community groups. A few more mature persons in the group should help."

Where comments came from people who had had more personal contact with one or two Volunteers, they expressed the same kinds of feelings. "...we have nothing but praise for his versatility, his sincerity, adaptability, and...other factors which enabled him to do a good job....The weak point, of course, was in this particular instance...that he had to spend approximately two weeks in orientation which was not sufficiently adequate to qualify him thoroughly for our particular project." And, of another Volunteer in another area, "In a way, she was like a breath of fresh air to many of our children, and they were impressed with her willingness to be here and play with them." Or, as one welfare director put it, "The value of the youth is the lack of fear, and they haven't already been so molded into a pattern that they are blind to new opportunities....You had to fight a resistance to use untrained people in some of the services they rendered I'm sure, and I think that in some instances they proved that they were worth their weight in gold....In these areas we will find a group ready to use their services again....in other areas where there was an irresponsible young person given the job, you will find resistance."

Perhaps the most important thing learned from the crash program was the necessity for more adequate preparation, a weakness recognized by the Fund staff as well as community leaders. A local community action staff member in a rural area stated: "There must be a close tie of communication and cooperation between the Volunteers and the community, whether the latter involves one of the N. C. Fund's Community Action groups, the local government, the school system, or a combination of these....Although it can be assumed that the situation will be changed this summer since there would be less rush, more experience, and more preparation, I do not think it is wise to make this assumption. I do feel that it is necessary to take definite steps to assure that a close relationship is established. If this is accomplished, I believe that the success of the program can be considerably greater." Among the suggestions made by this person were 1) involving and informing local people in recruiting of prospective volunteers...in colleges in the area and also from families in the area; 2) a definite plan for using Volunteers, to include approval by the local community action board, letters of information to all agencies, good public relations and staff involvement; 3) applications for Volunteers submitted through the local community action group; 4) group discussion and orientation, following the training given by the Fund, to include history of the area, its people, the economy, chief problems, extent of poverty, the community's plans to alleviate that poverty (specific reference to local Fund and OEO proposals), a tour of the area, briefings by agencies, and orientation to the particular work assignments. A further suggestion was that there be regular periodic review and evaluation of the Volunteer, attempts to keep Volunteers up to date on local committee work and reactions of local people, regular meetings with local committees throughout the summer. "I would suggest that the community share the goals it has established with the Volunteers at the onset and that they be encouraged regularly to expand these goals, to comment and constantly to be made to feel the need for viewing the general objectives....Although the Volunteers themselves realize that they lack experience in many ways, I feel that their morale, their work, and their creativity would be improved if they were able to participate in the decision-making and planning to a greater extent."

Another staff member from the same area suggested, "Careful preparation should be made before their arrival in terms of housing, orientation to the community (and orientation of the community to them), and job placement. Notification of the interests and background of each Volunteer coming should be given by the Fund before their arrival so that placement will be commensurate with their particular inclinations." And these comments were reemphasized by a welfare director: "Volunteers should be selected on the basis of need in the various communities. Community leaders should be contacted and requests submitted by the communities before Volunteers are selected....We would like to see the use of more local leaders in programs, and some of the local leaders may have to be remunerated for services rendered."

"There should be more coordination between agencies, the Fund, and supervisors. Communities normally operate in a pattern into which Volunteers have to fit," a city newspaperman recognized. "Plans need to be made ahead of time for the work that needs to be done, fitting the Volunteers to this work. We should be ready to start when they come....Transportation problems, problems with eating, sleeping, and so on can be worked out better, but these are small problems. They can be large, though, if they aren't worked out."

From a school principal in a small town came the suggestion that planning has to involve the people who will be participants in the programs. "You're going to have to get down and find these individuals on these blocks. On every block, on every street, in every town there is one person who has more respect or gains more respect from the people in his block than anybody else. You've got to find those people and involve them, and they can [illegible] certainly involve the other people because they speak the same language, they go to the same churches, and they enjoy the same type of every-day life."

In a city, a community action director said, "One of the real problems in last year's program was the haste in which we had to plan the placement and use of the Volunteers. Also, we were not equipped to follow through at the end of the summer with much of the work that was begun by the Volunteers." A planning official in another city said, "I didn't have time and did not have a staff person for the program at that point to do the detailed supervision that I thought would have enhanced the program. This need not happen again."

Again, the point was made by a county health educator that the training and orientation prior to assignment "did not provide an opportunity for them to get a broader understanding of the organization structure and general services of a local health department." And a mountain school principal commented that the Volunteers had "too little orientation in geographical, social, economic, and cultural characteristics....[There was] lack of advanced planning on the local level, problems of transportation, housing." He suggested earlier announcement of the availability of Volunteers and housing nearer places they work. A city urban development leader extended her comments on orientation to include the local supervisors. "...the persons who had supervision of them did not fully understand how they were to be used, and if I had a suggestion, then it would be that an orientation be given to the people who are going to supervise as well as to the Volunteers."

A city YWCA official was concerned that preparation allow for better use of Volunteers. "If we could receive information...well in advance of their arrival, it is quite possible that certain time-bounded experimental programs might be assigned to a particular Volunteer depending upon the skills and experience of the individual. The regular job loads of our staff make prohibitive specifically focused experimentation....Orientation to the agency and the groups to which they were assigned was not adequate; work assignments were made from very quick appraisal...and supervision was not adequately structured....Advance information is a must...."

From a city recreation director came the same plea. "We were forced to place the Volunteers in any position that was available or where need was the greatest. This was an advantage to us, but had to be a disappointment to the Volunteers, for often their work was menial and not in tune with the aim of the program. Can you imagine a better method of breaking the interest and spirit of a young adult in a cause to which he or she is committed?"

A welfare director on the coast pointed out, however, that although the lack of planning was a distinct weakness, "Even this worked to advantage in some instances. You jumped into the middle of the situation that you might have been afraid even to try if you had thought about it too much. Consequently, they really accomplished something good that might not have been attempted. But we've had this experience, and it shouldn't be repeated."

Results -- tangible and intangible, temporary and lasting -- were evident in every community. From a mountain area librarian came comments about the program that were echoed by most of the community people contacted. "It provided some fresh and bracing criticism of our methods and programs, and an objective look at some of our community needs and weaknesses. It pointed up the needs of individuals who needed help: e.g., the teen-agers who want to prepare for college, but are held back by the drag of their family's indifference and lack of awareness of the individual's capacities; the children who need special help or encouragement to attend school and make normal progress with their class; the adult who is trying hard to educate or train himself; the need for outside contacts and help for some of the men in the prison camps; the individual in a small community who wants to help others but has no experience in expressing his concern. It gave us new courage to see attractive, intelligent, normal young people concerned about human needs in a practical way, and to see how they discovered other people in nearly all our communities who are willing to help if given some leadership and help in getting started. They represented in themselves the biggest contribution of all. They provided a kind of 'faith made visible.'"

Lasting benefits were observed by a health director in the coastal area. He pointed to an environmental sanitation survey of 175 homes done by a Volunteer. "He was able to talk their language. He was a good salesman to the point that...he was able to get 35% of these defects corrected by the people themselves. I think this is a remarkable accomplishment.... Where there were other problems that needed more expert attention, these were referred to us."

Comments such as the following ones came from all over the state: "She was willing to tackle any task...the effect of her work is still being seen in about five girls that we know of. There may be even more that we are not aware of....The weakest point was in not being able to complete plans, although plans were made. Being a youth she did not realize the details involved. I am sure that this is something that needed more supervision on our part....The only problem I see in the program is a time one....Our community was very proud to have the North Carolina Volunteers work within its area." "If they were frustrated in one area, they came up with suggestions as to possible new areas of activity. They were determined to obtain some constructive results from their efforts....Some of the problems around the use of these Volunteers on the part of some agencies were how to use them to the best advantage, developing suitable projects for them, and finding the time to give them adequate supervision and guidance." "The girls were a little bit dubious, a little bit reluctant, a little bit apprehensive about what lay ahead for them....I told her this was just a ready-made opportunity for her to walk up and extend her hand and make herself known to a parent or to the older brother or sister...and maybe in a day or two she'd be walking home with them to get an idea of the home....I saw her sitting in a sandbox with her blond hair blowing in the wind, and the children reached up to touch it....They made new experiences available, widened horizons...."

"Though it would be doubtful that we would find appreciable lasting benefit today from the Volunteer services, we can present to you some benefits still accruing in program planning." "From the most practical aspect of manpower needed to handle the more intensive time schedules and concentrated numbers of participants with which we are dealing in summer programming, the use of Volunteers becomes more than desirability, it becomes an essential....They work very well with young children....this is right up the alley of adolescents." "They start and work in projects which local people would be reluctant to do. They serve a similar role to the visiting minister at revival meeting time. Their influence on the general populace was more lasting."

"...the people for so long in this area of poverty and blight have been ignored except by tax collectors and landlords and folks who are making demands on them. So to have someone come in who is demanding nothing but offering assistance and help and concern is certainly something that is needed....it was noteworthy that we had white Volunteers working with Negro groups in the poverty area. I think it gave some of the members of the Negro community their first opportunity to talk with whites as peers... they were able to communicate...establish rapport...so that it was not a condescending attitude which they carried to these people, but one of genuine interest and concern."

"They seemed to promote self-reliance and confidence in culturally disadvantaged people....they seemed in some cases to get a little confused when encountering an unplanned situation....They were most valuable in the area of recreation and instruction where funds are not provided." "Volunteers were most valuable when working directly with an experienced person... No program can be evaluated on the basis of one year -- especially a new type program. The foundation is laid -- it will crumble or it will support a good program." "The Volunteers were most valuable in working with the age group from 5 to 15." "I am afraid that I have to report that in some cases the impact of the Volunteers has ceased to be noticed. However, in several cases -- the Children's House is the primary example -- a tremendous impact was made and has resulted in a continuing program."

"These folks are now doing some things on their own....we ended up with an adult education program....It's going on now...and we have 110 enrolled...14 teachers and supervisors, an integrated program...an integrated faculty....The interest is high, the attendance above average."

Pointing to tangible evidence of lasting benefits, a mountain librarian mentioned that construction work done by the Volunteers "was the most direct and visible accomplishment. It has already stimulated individual home-owners in the immediate vicinity of the project work to improve their own homes, and has helped to inform people of the agency help that is available."

Some differences in conception of the use of Volunteers arose in communities, among Volunteers, and among agencies; but the opinion expressed by many of the people questioned was that they served best in augmenting professional personnel. The problem of different conceptions was pinpointed by a newspaperman who said, "In some ways they were inexperienced, according to professional standards, in how to supervise children on a playground, how to train pre-school children....Some performed tasks well, some didn't. ....The community agencies looked to the Volunteers as help during professionals' vacations, and the Volunteers sometimes differed in their conception of their task. There has to be some agreement between community agencies and the Fund on their use." His feelings were echoed and amplified by a welfare director on the coast. "The sort of jobs they should do... would be in terms of service, not in terms of counseling, though there might be some who would be quite capable in counseling." A YWCA director managed a workable arrangement for growth in competence among the Volunteers. "I assigned a Volunteer to work with the staff person who is assigned regularly to the groups, then our staff people and I worked with each staff person to help the staff person to help the Volunteer to move into a more central role and then helped the staff person to move out of a more central role."

In one town serious concern was expressed by a recreation director not only about the conceptions of where Volunteers fit, but also about how all poverty programs fit into the local picture. "There is another problem too, an indirect problem of control which may have as its cause a lack of understanding to your program by our agency on the one hand and an unclear definition of responsibility to the local situation by the Volunteer on the other. It was our understanding...that Volunteers assigned to an agency will be responsible to that agency for the conduct of their duties in accordance with regulations and policies of that agency. There was some consternation among our people that we were not fulfilling our responsibility to them in our job assignments....Our agency would consider it undesirable and impractical...to set up a singular program for a totally poverty group. We can and do establish activity programs in neighborhoods of low income families, some of which are in the poverty class. It has always been both our desire to include all areas of income in program opportunities available and our requirement by minimum personnel to plan for general program rather than special group....I believe it can be understood that, though we have some liberty, we are still responsible for the application of local policy. Should we not do this we have the personal concern of job security, or it could become drastic to that point of deletion of our agnecy....Our need for program improvement is not for opportunity to serve the poverty group, but rather for areas and facilities, personnel, and funds to establish a broad, diversified program that will include, not separate, the poverty group. State and Federal agencies should be defined to work with and supplement local agencies, not to tell them which way to go. The 'push on poverty' cannot be solved by direct assault. For the program to have a continuous lasting effect local programs must be expanded to assure that the environment of poverty can never rise again."

As a newspaperman put it, "The impact of the Volunteers was not a continuing thing. The war on poverty isn't dramatic, it's just a plugging along kind of thing." And he went further to explain that poverty can exist in many ways unnoticed. "The Volunteers wanted to see real poverty.'

They looked for it and couldn't see it sometimes when it was all around them. Just as an example, there was one Volunteer who was assigned to a lower middle class neighborhood (predominantly white) but didn't think this was poverty. Reassignment was worked out to a very low class neighborhood (mostly Negro), and the Volunteer was satisfied. There was poverty all around her in the former, but she just couldn't see it."

Several people commented that agency people and supervisors needed more experience and guidance in the use of non-professional volunteers. "Professional recreational workers and professional teachers were not experienced in using this kind of supplementary service," said a planning official. A person conerned with urban development said, "I would like to see the Volunteers put more at their ease by having the orientation with the supervisors....Adult volunteers from the community...sometimes put a little more work and a little more responsibility on the Volunteers than they should have had to carry."

Another person, a welfare director, suggested that a group counselor or two be assigned to spend time with each team throughout the state, "...to meet with these young people so that they could see the interplay of emotions, adjustments, and reactions to each other....These young people need -- under competent, well-trained supervision -- an opportunity to evaluate objectively and rigorously what they accomplished...and an opportunity to recognize that there are negatives always....I'm afraid that some of them came out of the experience distrusting and hostile towards the social structures that hold us all together, and perhaps even with a cynicism and fear of the control that society has evolved during the century....There was anger...and they became rather critical of authority without understanding the purposes of this authority, its limits, and its responsibilities....I don't think that the N. C. Volunteers developed any all-out radicals...but I wonder if they gained as much as they could have if they had had more better-trained, more responsible, stable supervision...I thought the greatest value received from the program was to the Volunteers themselves because...most of them came to understand the discouragement, the defeat, the hopeless feeling of the people as well as some of the hostile feelings...toward the rest of society....They could accept these people as they were, and see that they had to be dealt with in their own position rather than having other standards and ideas imposed upon them."

"The kids benefitted most from the program," a newspaperman said. "They will eventually become community leaders, and they gained more understanding of how a community works." An educator noticed that "this program helped them in choosing their life's work."

"They rode in on the wave of awareness created by the beginning of the Federal program," the newspaperman continued, "and they contributed to that awareness." From the Piedmont came the comment that they "brought into clearer focus some of the problems of poverty in our community," and from the mountains the spirited statement that "more than enough awareness has already been created -- the point is to do something about it."

And an educator from a coastal town said, "They shared...ideas with people of about the same age who are native to the local area....with other college students...home for the summer. In turn, these local youth were able to raise some questions with their families which could not have been raised by outsiders or even non-family persons. Without any intention of being offensive or ostentatious, the local persons were 'shown up' in a nice way. The reaction ran in both directions, both for and against the efforts to help poor people, but the important point is that there was reaction."

A word from the participants

Too often, socially-oriented programs are evaluated only by the professionals and the policy makers who themselves originated and helped administer the programs. But, in truth, objective assessment must include reactions from the recipients of these services. Following are some verbatim transcripts taken from tape recordings of conversations with mothers whose children attended pre-school classes led by North Carolina Volunteers, in the summer of 1964.

> "Kenny had never been to school a day in his life. Even though I registered him for kindergarten at least twice. But I was stricken with this rheumotoid artheritis and, of course, when I heard of this program I fill out the paper that the teacher sent and I sent it back in. And, of course, it was kinda hard for me to get him started. But just like you all walk in, I talked to our Father and I got him ready and he was able to go every day. He really learnt. He surprised me. And he is still doing fine and he really enjoyed it so well until the day school closed. He came home and, of course, I could see some little expression on his face. And after a while he just broke right down. I thought maybe some of the children had done something to him. Course, he kept on sniffling and a sniffling. And I said, 'Kenny,' (I got right soft) I said 'What's the matter baby?' He said, 'Mama, I hate to see school close, I just love my teacher.' I said, 'Well, Kenny, you only have 'bout another week or so and you will be going back to school again.' He said, 'Yes, but I wants my same teacher.' I said, 'But you know Miss ah Kaiser [an N. C. Volunteer] was a student herself and she's got to go back just like you are going and finish up her schooling.'"

In speaking of the effect on the total family, many mothers mentioned positive effects on children other than the ones directly involved in the pre-school classes led by North Carolina Volunteers.

> "He just enjoyed school so much until he just started right in telling [his brothers and sisters] about all what he had learned. Trying to even help them and lots of time they'd be telling him about things that ah you know they [thought were true] and he'd tell them straight, 'No, its not like that.' We have been out sightseeing. We have been this place and the other and we have done this and that and all that.
>
> "He was the last one to start to school and it seem like it kinda built [him] up a kind of a step higher and oh, boy,

> right now he gets in there in that room back there, and sometime I call him, he say 'Mama, I getting my lesson up.' That's right, now that is the truth."

Another mother compared achievement rates of her children:

> "The one that went to summer school knows just about as much as the one that went to, you know, the regular school [first grade].
>
> "He brought home [from pre-school] a lot of drawings. He can draw real good. He can just sit down and draw about anything that comes to his mind. If he sees a object he can sit down and draw it. Anything. It don't matter what it is. He can draw anything.
>
> "He drawed a little before, you know. But he just -- I don't know, he just look like he can do more now than he ever done because he just never did take a interest in doing anything you know, until he went to this summer school.
>
> "Everything he do, he do it better. He does better because he has a better attitude and when you tell him to do something he is willing to do it. And whatever he do, he will do a good job of it."

What about the childrens' reactions to the Volunteers themselves?

> "He likes his teachers. He tells me how good they were to him and everything. Oh, my goodness he said so much. He would be talking a blue streak when he get here, and then he would talk a half hour before he'd go outside and play. About his teachers and everything. After a while he would go on down the road and get the rest of 'em and tell all the rest of 'em about it. He would talk a blue streak all right."

Organization

Inception

The actual beginning of North Carolina's student Volunteer organization came in October, 1963, when James T. Beatty was hired by The North Carolina Fund to plan and initiate a project involving college student volunteers. The work of similar organizations was studied, with visits being made to the Yale Volunteer Service Program in New Haven and the Columbia Community Services project in New York City. Information was gathered from others, including Stiles Hall at the University of California at Berkeley and the Northern Student Movement.

Initial organization centered around the use of students in tutorial programs, and in December, 1963, The North Carolina Fund's Board of Directors approved a pilot project in Guilford County. Meanwhile, preliminary talks were underway with representatives of the U. S. Department of Health, Education, and Welfare concerning a "student action corps" as a summer work program. By late January the discussions had taken the form of a combined program to include both the Guilford County tutorial project and the "student action corps." The tutorial project was subsequently dropped in favor of the more varied student volunteer program. To speed consideration of the request for funds, The North Carolina Fund provided in its budget for funds to match $50,000 requested from the Federal government in a proposal submitted in mid-February, 1964. Since Federal regulations prohibited The North Carolina Fund from acting as sponsor, the Institute for Research in Social Science of the University of North Carolina, became the official sponsor, with the Fund acting in an administrative and supervisory capacity. It was not until March 16 that Governor Sanford was able to announce the formation of the North Carolina Volunteers.

Such delays are not unusual in experimental programs; they merely pinpoint difficulties that similar projects may face. Those planning student volunteer programs, then, would do well to consider the red tape involved and the time needed to organize and fund a project. These delays also explain why a decision was made to sacrifice a lengthy period of planning in order to take advantage of impetus already created, why there had to be a "crash" recruiting program, and why some of the subsequent problems developed.

Budget

A grant from the Department of Health, Education, and Welfare was approved in March, but budget negotiations continued for approximately two months after that. The final figure, $49,835, was matched by approximately $50,000 from The North Carolina Fund, through its grants from the Ford, Reynolds, and Babcock Foundations. Recruiting, staff, publicity, and other administrative expenses were handled by the Fund, with most of the summer program expenditures supported by the Federal grant.

TABLE 1

THE NORTH CAROLINA VOLUNTEERS
Report on Fiscal Operations
Beginning June 1, 1964 and Ending December 31, 1964

Purpose	Federal	Fund	Espenditures to date	Unexpended or deficit
Personnel Administration				
Professional	$ 2,500.00	$ 4,250.00	$ 7,180.53	$ 430.53-
Supervisors	15,000.00		14,687.84	312.16
Clerical	1,775.00		2,106.90	331.90-
Consultants	2,200.00	900.00	1,050.00	2,050.00
Payroll Taxes		268.00	746.52	
Hospital Insurance			61.13	
Accident Insurance			20.30	559.95-
Total Personnel	$21,475.00	$ 5,418.00	$25,853.22	$1,039.78
Supplies				
Opp. supp. (Recruit.)	$ 500.00	$ 750.00	$ 1,269.19	$ 19.19-
Tr. & OP. Materials	750.00	1,500.00	478.62	1,771.38
Total Supplies	$ 1,250.00	$ 2,250.00	$ 1,747.81	$1,752.19
Travel-Staff				
Staff Travel	$	$ 2,464.00	$ 994.67	$1,469.33
Staff Per Diem		1,650.00	176.93	1,473.07
Vehicle Lease		500.00	403.86	96.14
Total Staff Travel		$ 4,614.00	$ 1,575.46	$3,038.54
Services				
Duplicating & Printing	$ 600.00	$ 750.00	$	$1,350.00
Final Report	150.00		126.25	23.75
Tr. & Eval. Mat.		500.00		500.00
Total Services	$ 750.00	$ 1,250.00	$ 126.25	$1,873.75
General Expenses	$	$ 1,700.00	$ 2,611.09	$ 911.09-
Telephone & Postage	$ 1,250.00	$ 750.00	$ 657.75	$1,342.25
Volunteers Program				
Training Program	$ 250.00	$ 500.00	$ 399.36	$ 350.64
Team Travel	$ 1,760.00		4,778.67	3,018.67-
Vol. Per Diem	23,100.00	25,025.00	45,813.69	2,311.31
Ret. & Eval. Conf.		1,760.00	535.92	1,224.08
Travel to Ret. Conf.		330.00	960.47	630.47-
Emergency Team Care		1,000.00	1,273.53	273.53-
Total Vol. Program	$25,110.00	$28,615.00	$53,761.64	$ 36.64-
Documentary Film	$	$ 2,500.00	$ 3,012.38	$ 512.38-
***Reim. to NCF for Recruitment Cost**	$	$ 5,403.00	$ 5,403.00	$
W/S Pre-School	$	$ 1,200.00	$ 1,200.00	$
TOTALS	$49,835.00	$53,700.00	$95,948.60	$7,586.40

*Reim. to NCF for recruitment costs incurred from March 1 - May 30 before contract date.

A comparison of money budgeted and expenditures (Table 1) gives a quick appraisal of the reality with which budgetary planning was done. A few items ran several hundred dollars over their budgeted amounts, with the outstanding deficits appearing in general expenses and travel for team members. Health and accident insurance for the Volunteers, included in general expenses, was considerably higher than estimated; and the biggest unforeseen expense, with a $3,000 deficit,* was transportation within communities. Inexperience and insufficient planning by the Fund staff and the community leaders for voluntary transportation led to a more concentrated drain from project funds and less spreading of the transportation costs among the volunteer members of the communities.

On the credit side, training and retraining costs were considerably less than anticipated, with the item for consultants having a balance of $2,400 unspent. Budget planning had originally centered around a tutorial program, with assistance from consultants counted as a major item. Changes in purposes thus accounted for such balances as that for consultants.

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*$950 of this amount was used to purchase 6 state surplus cars for use by 2 teams in mountain areas.

Large balances remained in items for field staff travel, field staff per diem, telephones and postage, and Volunteer per diem. Administrative analysis indicates that funds for the first three could have been used more, rather than that too much was budgeted. More frequent visits to teams by field supervisors were recommended by most of the supervisors and many of the Volunteers. Communications problems could have been eased by more frequent use of phones.

The last item that shows a balance, per diem for the Volunteers, could, in some cases, have been wisely used for food. Sixteen Volunteers (out of 39 who returned questionnaires), when asked if they felt the $3.00 allowed per diem was sufficient, replied that it should be increased. Twenty felt it was sufficient. Adequacy of per diem varied with arrangements, depending on the contracting institution, and whether teams did their own cooking. Volunteers also expressed the need for a little spending money for haircuts, cigarettes, etc. But budgetary planning was, on the whole, realistic with a small balance remaining to complete costs of the documentary film.

The increase in work load at the Fund office and some initial confusion as to how fiscal arrangements were to be handled brought recommendations that will simplify future ventures. The accounting staff of the Fund suggested that Volunteers be given their food allowance once a week and left to make their own eating arrangements. This would eliminate varying arrangements, such as payment to institutions where students ate, extra checks for Sundays when cafeterias were closed, the problem of buying extra food to pack lunches instead of returning to cafeterias, etc. In some places, though, institution cafeterias prove to be the best way to arrange eating, and the accompanying problems have to be tolerated. Supplies for the program should continue to come from a blanket amount of $50 per team issued at the beginning of the summer, with teams and supervisors working with community leaders where donations in kind are needed. Travel costs should be handled entirely through advances, so that supervisors need not dip into supply money or their own pockets when reimbursements are late. Such minor changes would obviate many complaints and allow supervisors and volunteers to concentrate better on the tasks that are their primary concern.

Administrative Structure

Responsibility for the Volunteers project was initially undertaken by George H. Esser, Jr., Executive Director of the Fund and a Professor in the Institute of Government, University of North Carolina. Administration of the project was primarily a Fund responsibility throughout with support from the University.

At the time that the North Carolina Volunteers was established, James T. Beatty was named as director and Curtis Gans as assistant director. Mr. Beatty had been responsible for all preliminary planning of the project, and he and Mr. Gans undertook responsibility for the recruiting program and contact with educational institutions. As the project developed, it became clear that the staff had to be augmented and that it was highly important to secure a person with experience in supervising students in work projects and in working with community agencies for overall direction of the project.

To provide this experience and background in professional skills, the Rev. Jack P. Mansfield, of Swansboro, was employed by the Fund as Director of Volunteer Projects in early April, and overall direction of the North Carolina Volunteers project was assigned to him. He reported for work almost immediately, and it was under his direction that recruiting was completed, the selection procedure planned and implemented, the arrangements with the communities worked out, the training program planned and implemented, and the entire summer program carried out. After the recruitment and selection of the Volunteers had been completed, Mr. Beatty and Mr. Gans resigned in June to accept other positions.

Staffing was completed in May. Gerald Bell, a member of the Department of Sociology and Anthropology at UNC, was given the task of coordinating training for the Volunteers and for evaluating the project. Franklin Rush, with experience in education and with migrant labor programs, was employed as field representative. Nine supervisors were employed to work with the Volunteer teams in the communities. Other Fund staff members provided special assistance as needed in screening students, handling publicity, helping in the training program, and helping coordinate Volunteer assignments in the communities.

In view of the fact that the project was undertaken on a crash basis, that changes had to be made in overall direction, and that the staff was not completed until around June 1, some understandable confusion in both recruitment procedures and coordinating arrangements with communities resulted.

The emergent dual role of the director -- the development of other special projects coupled with the growing and sometimes unforeseen demands on his time by the Volunteers project -- brought the recommendation that any future volunteer project have a director whose sole responsibility is that project. Similarly, the sociologist charged with evaluative and training responsibilities found his job to some extent stymied by the necessity to assist the field representative. To do adequate field work for teams scattered over such a large geographic area requires at least two field representatives, and evaluation personnel should be free of administrative responsibilities.

Recruitment of supervisors

Criteria for the selection of supervisors included:

1. Supervisor should be 25 years old.
2. Supervisor should be married, although exceptions may be made.
3. Supervisor should be a person who can establish rapport with students.
4. Supervisor should be able to work with community agencies and local citizens.
5. Supervisor should be mature in judgment and outlook and be creative.

Supervisors were responsible for on-the-spot evaluation of the continuing progress of the program, for seeing that Volunteers performed their jobs effectively, for handling problems, for continuing contact with community officials and agencies, and for public relations within the community -- thus helping to communicate the objectives of the program effectively so that community members felt that the program and developments from it were worthwhile. Married supervisors were paid $1500 plus insurance, room, and transportation; and for the most part, wives participated in some way in the program. Single supervisors were paid $1200 plus insurance, room, and transportation. The following is a description of the supervisors:

TABLE 2
Description of Supervisors

Sex	Age	Marital status	No. children accompanying parents	Participation of wives	Educational background	Degree	Experience of special qualifications
M	27	married	1	counseling; some field work	Divinity school	A.B. B.D.	chaplain at university medical center
M	27	married	2	cooked	Law student	B.S.	accounting, law; youth advisor at university student religious assoc.
F	33	married (not accompanied by husband)	-	-	Teaching certificate; Divinity school	B.S. M.S. B.D.	teaching; guidance counseling
M	26	single	-	-	Agriculture school; grad. work-guidance counseling	B.S.	agriculture; guidance, counseling; Peace Corps
M	29	married	-	counseling some field work	Engineering; law student	B.S.	mechanical engineering; personnel engineering; law
M	25	married	-	counseling; some field work	History; Divinity school	B.A. B.D.	youth counseling
M	24	married	-	counseling; some field work	Religion; law student	A.B.	youth counseling; work with college freshmen; law
M	27	single	-	-	Teaching cer. grad. work - guid. couns.	A.B.	teaching; Peace Corps
M	31	married	2	-	Divinity school; candidate Ph.D. relig.	B.D.	minister

An analysis of the supervisors' performance from the point of view of the Volunteers themselves had to be based on questions that encouraged the Volunteers to write down the qualities that make a good (or bad) supervisor, and recommendations for choosing future supervisors; but only where these recommendations were reinforced by comments of what actually happened were reactions to supervisors categorized and made a part of the analysis. For the most part, it might be assumed that where specific criticisms were not made, the supervisor was working out well; and this was borne out by lack of friction, tasks successfully done, and the enthusiasm of the Volunteers. Only those categories which arose from the answers to open-ended questionnaires were included, thus sometimes qualities one might expect to find represented are absent from the analysis. An attempt was made to avoid twisting an answer to fit a category and thus more categories resulted. But frequently the Volunteers in a team responded as one, because they talked together and had come to a common conclusion. This fact had a limiting effect on categories, making the analysis somewhat simpler. One must recognize, however, that this also challenges the validity of the answers to a degree, since a wavering Volunteer might be influenced by his fellow team members. Similarly, a dominant Volunteer sometimes disrupted a whole team. Thus, we drew no conclusions, but have merely pointed out results and interesting associations.

Out of responses to 83 questionnaires came 73 Volunteers who had no comments (or they made recommendations only) on how supervisors worked with local communities. Ten felt that contact with local agencies was not good, and 10 thought a man would have facilitated contact. Performance as a supervisor was classified in several ways: 51 Volunteers had no comment on whether their supervisors did a good job, 22 said they did not, 10 said they did. In commenting on whether supervisors visited Volunteers while they were working, 56 had no reason to mention it, and 27 felt contact was not sufficient. Ten said they felt no need for a supervisor after the first 3 or 4 weeks, with 73 evidently not called upon to make this comment.

Comments that could be grouped under the general heading of leadership and group living included the following: 1) The supervisor was a strong, effective leader -- 51, no statement one way or the other; 18 stated their supervisors were; 14 felt theirs were not. 2) The supervisor was a democratic leader who allowed group participation in decisions -- 40, no statement; 22 said their supervisors were democratic; and 21 called theirs authoritarian. 3) No comment came from 73 Volunteers as to how independent their supervisors were, but 10 felt their supervisors submitted to the control of the Fund staff too much. 4) The ability to criticize constructively was not mentioned by 62 Volunteers, but 21 said supervisors' criticism was not constructive, and one Volunteer said the supervisor was afraid to criticize. 5) Seventy-three Volunteers apparently felt no abnormal restraints in their social life, but 10 said the supervisor exerted too much regulatory control. 6) Seventy-one made no mention of how the supervisors handled the Volunteers' personal problems, and 10 said they did not do it well. 7) In many of the teams the supervisors lived close to the teams, and 68 of the Volunteers had no comment on how this worked out, but 15 said it caused problems. 8) Another expression of this came from 12 who felt the supervisors needed more privacy, though 71 did not mention it. 9) Time spent with the team came into the responses of 11 Volunteers who felt their supervisors did not give them enough time, while 72 were apparently satisfied. 10) Sixty-eight Volunteers were also apparently satisfied with how much the supervisors helped with team chores, but 15 felt they did not help enough.

Out of the 86 Volunteers whose teams had married men as supervisors, one said the wife was helpful, 10 said she was not, and the rest did not mention it. Of the 50 who served where supervisors had children, 10 said they were a problem, and the rest did not notice it.

Categorizing Volunteers' comments about leadership proved somewhat difficult because some students tended to associate strength with authoritarianism. Hence, only those comments were counted in which strength was equated with effective leadership. A fairly clear dividing line existed between "democratic" leadership -- most often associated with group participation being encouraged in decision-making -- and "dictatorial," "autocratic," or "paternal" leadership -- associated with group participation not being accepted. Twenty-one Volunteers spoke out openly against authoritarianism; 22 commented on the value of democratic leadership in their groups; and of the remaining 40 it could be assumed that no problem existed, that they did not want to comment, or -- and again the poorly-constructed questionnaire is a problem -- their comments were in the form of recommendations for the future (predominantly in favor of democratic leadership).

The rest of the comments speak for themselves, though it should be re-emphasized that criticisms came in blocks from teams, as, for example, in items 3 and 4, and again in comments about families. It is apparent that married couples were an asset, and in only one of the five teams affected did children detract from the participation of the wife. (Although only three supervisors had children, in two places two teams lived together.)

Establishment of criteria for selection of supervisors paid off well. The only thing that could be added is a request to those recommending them that they comment on the applicant's experience in handling groups firmly, but democratically.

A few guidelines for supervisors might be established ahead of time, such as the amount of control to be exercised over the social life of Volunteers (time to come in at night might well be based on the general practice in state colleges). An occasional weekend off would give the supervisors a rest and make them more effective. Some further division in living quarters is probably advisable since, as one Volunteer commented, being too much a part of the group sometimes causes a supervisor to lose control.

Perhaps the best evaluation of supervisors came from the spontaneous comments of the Volunteers, in only one case negative, and mostly remarks like: "...truly concerned that we find the work in which we could be most effective...really want to involve themselves in our work...believed in what he was doing and was really involved in it...took everything in their stride...deserve a real bouquet for their services...seemed to feel the load of their responsibility and were determined to carry it properly... perfect supervisor...kept us hustling and thinking...He was great."

Preparation in communities

Fund staff members made the original contacts with communities that had been selected for projects supported by the Fund, and the Volunteers program was explained to the committees working on community action programs. They were asked to establish a committee to prepare for the summer's activities and to serve as liaison between the community and its agencies and The North Carolina Fund and its Volunteers. The individual committees were asked specifically to: 1) contact all local private and public service agencies for their proposals on how best to use Volunteers; and 2) act as a clearing house for information, team assignments, transportation arrangements, living arrangements, the introduction of Volunteers, and other arrangements of an administrative nature.

Two factors affected the adequacy of preparation: the first was a lack of time because the program was started so late; the second was that the Volunteers program was started before community action programs had taken form, and even before directors of these programs had begun their work. The first director hired in the state began his work six weeks after the Volunteers began theirs. Many of the difficulties encountered may not be present in the coming year (except where Volunteers are not assigned to program areas) -- the communities have permanent or acting directors now -- but a strong point must be made that most of the communities experienced their first contact with organized, coordinated anti-poverty work through the Volunteers. Thus, along with the full benefit of community enthusiasm, came the full force of problematic attitudes, lack of coordination, even jealousies -- and the ever-present shadow of racial tension during a summer that was tense throughout the United States.

All seven communities where teams were to be stationed were visited, but some visits were brief, some committee chairmen were on vacation when Volunteers arrived, and there is evidence that follow-up checks on arrangements were, in retrospect, insufficient. In summary, the results of preparation were:

1. After the training period six teams of approximately 66 Volunteers left immediately for their assignments. Three teams of 30 Volunteers remained behind until assignment problems could be straightened out. Two

of these teams (20 Volunteers) left after three days for a temporary assignment of three weeks. Local community leaders in the area to which they had originally been assigned felt that having integrated teams placed there at that time might have affected the election then underway, subsequent community development, and the possibility of placing Volunteers there in the future. After the second political primary election was over, the two teams were transferred from their temporary assignment to the area of original assignment.

The third team remained behind for eight days, during which time they assisted the Fund staff in temporary work. The community to which this team had been assigned could not provide group housing for an integrated team and offered to house the races separately. Since the Fund's policy was to house team members together, a decision had to be made about whether or not to make an exception. The matter was put to the Volunteers, who were given the chance to decide whether to accept the compromise or be assigned elsewhere. A comment from their supervisor is pertinent: "I now question whether it was wise to let the Volunteers make the decision as to whether or not they would or would not go to ______________________. This was an administrative decision, which, by virtue of the fact that it was not administratively made, undermined confidence in the Volunteer program in general. This, of course, doesn't destroy the value of what came out of the situation -- a practical experience of a community caught in its own efforts to better itself while being frustrated by community thought patterns. My personal preference would have been to place all of the team somewhere in that community, and work with the real community as it exists. I hate segregation with a passion, but so do many in ____________________. The fact that the community could not provide integrated housing is, to me, a vivid illustration of its desperate need which should be taken into account, rather than rejected...especially in light of the fact that there are only about five Negro families in the two counties which earn over $2,500. Yet, for a graphic example of unwavering conviction, I am proud of the decision my group made in deciding not to go into the area." This team was finally assigned to an area to which another team had already gone, and community leaders either accepted the team with the attitude that they were doing the Fund a favor, or did not know the extra team was coming (7 of the 10 members of the team reported agency staffs did not know). Transportation difficulties and assignments in what Volunteers felt were middle-class neighborhoods resulted, but the two supervisors gradually worked out these problems.

2. Scattered comments from individuals (not in blocks by teams) give some indication of how some of the other teams fared. (Again, when no comment was made, the assumption is that arrangements were at least adequate.) Of the 96 Volunteers, 22 mentioned that they had been put to work at once; 27 said they spent the first few days becoming oriented; 28 reported that they had nothing at all to do the first few days, and many agencies did not know they were coming; 15 -- most of them from the team that was transferred, but several from two other teams -- commented on being assigned to tasks where they were either not needed or where they were not working with poor people.

3. Four teams reported transportation difficulties, two in the mountain area, and two in an urban area. The Fund purchased six state surplus cars for use among the scattered families in the mountains, and expenses for supervisors' personal cars were paid in the other area. Until these arrangements were made, one supervisor reported he was driving 90 miles a day delivering Volunteers to their jobs, taking two hours in the

morning and two hours in the evening. Had sufficient preparation been made, several volunteers from the community could have handled transportation, allowing the Volunteers more time on the job and the supervisors more time to work with them.

4. Housing arrangements were made in advance, but the resulting pattern of housing contributed to feelings of isolation in all but three teams. Five integrated teams were housed in Negro institutions, one in an integrated institution, and one in an isolated private home. The two all-white teams were housed in white institutions, and there were no reports from them of feeling isolated. The one team in an integrated institution similarly did not suffer from a feeling of isolation, but the institution was so large that the team members felt they suffered instead from fragmentation.

Good preparation and the lack of it in community agencies, and in particular tasks, will be commented on later, but it should be pointed out that, even in the communities with strong traditional patterns of segregation, integrated teams were able to work effectively and with only three minor incidents throughout the summer.

Without exception the supervisors recommended that, in the future, they be sent into the communities one, or preferably two, weeks ahead of time, so that transportation, assignments of Volunteers, and other arrangements could be made. They also recommended that they have some data on the Volunteers available so that they could make better assignments, and that communities send in job lists to the Fund ahead of time to facilitate placement of Volunteers (adding the comment that training could be planned more wisely with such lists).

Several outside comments were made on preparations in the communities, one of them from the supervisor of a Peace Corps group observing the Volunteers' program. He mentioned the "poor advance work so that role and purpose of the Volunteer was not understood by agency personnel." An agency staff member in one community wrote to the committee chairman in his area:

> "Your volunteer workers were a definite asset to our program. Their use could have been of much greater effect if there were preplanning on the local level with respect to their assignments. We realize, of course, that the summer program for 1964 was a 'crash' program. It is extremely hard for us to plan practical use of personnel, however, when we have no advance notification of a specific date of arrival, the number of personnel to be assigned, or their sex. Actually, the hardship created is much greater on the Volunteers than on our department."

Another community leader, after spelling out in great detail the fine effects of the program, had this to say in community self-evaluation:

> "It gave an incentive for community agencies and citizens to meet and plan together; it brought us the realization of how little we knew each other and how much we needed to know about each other's program and special concerns...We did not provide enough introduction to the community, to present and potential leaders; we did not give them sufficient information or introduction to the community's programs, or even to the actual every-day living in our area. We did not do enough work with individual Volunteers on the teams to understand and correct our mistakes in job assignments...We did not have enough local people involved in the planning. We needed a more wide-spread communication in the early stages of planning -- it was channeled through too few officials."

And so, the Volunteers served in another way, that of helping communities to see how they could more effectively organize to use Volunteer programs.

Group living

In undertaking a program in which the Fund assumed some responsibility for the welfare of almost 100 students, the Fund had to weigh its responsibilities very carefully and to profit from the experience of the many other organizations that have sponsored groups of students in work situations in North Carolina and elsewhere. In almost every case of work programs investigated, the church had the widest experience; and on the basis of this experience church leaders advised that group housing was the safest, most satisfactory, and most successful. The Fund staff also investigated the possibility of housing in private homes and were disturbed by the situations or incidents which might be anticipated, and over which they would have no control. Because of these facts, the staff concluded that they could not carry out their responsibility to the students or their parents if students were lodged in private homes without supervision or chaperones. They could not individually vouch for the families or circumstances into which students might be placed, nor could they be responsible for activities of the Volunteers after working hours -- even though they knew that the community and state would deem the Fund responsible. Thus, the conclusion was that the teams should be housed and fed together, under the supervision of competent and mature supervisors. Local community committees made the arrangements, provided the community organization wanted the Volunteer team.

As stated before, housing accomodations were, except for one team, in dormitories of institutions, and all but one of the institutions were small. Thus, all of the teams had some experience with group living. In the private home conditions were crowded, with eight girls sharing the upstairs, where the supervisor and his family also had their quarters, and the two men living downstairs. In four of the five small institutions involved, the Volunteers lived in the same dormitory, but with the sexes separated. In the fifth place, they lived in two different dormitories, the women's quarters satisfactory and the men's in poor condition, a factor that had a demoralizing effect on the men. Only one group lived less closely (although still in a dormitory together), those who roomed in the large institution, and this team developed less group spirit, but felt less friction among its members.

Volunteers were asked if they felt group living to be the best way to house a team, and 32 responded that they did, giving such reasons as the development of unity, more chance for social life, better communication, more chance to share ideas, and more companionship. Fifteen said no, and accounted for it by mentioning friction, lack of privacy, and no direct contact with their clients. Eight were not sure, hadn't decided, or pointed out advantages and disadvantages; and eight did not answer the question. The eight who were undecided suggested that if more complete freedom could be given, members could get away from each other occasionally, and group living would be more successful. As one remarked, "So much togetherness soon makes everyone's personality quirks become more pronounced and annoying."

From the majority who favored group living came such comments as: "Much of the value of this summer has come from the experience of group living. The sharing of thoughts, ideas, and experiences often leads to the effectiveness of the Volunteer." "...every success is greater because you share it constantly, every failure less because more shoulders can bear it."

Those against group living were generally from teams where other conditions besides living in close contact contributed to the friction. "You see too much of each other....causes absolutely too much friction." "It was stifling to have to do everything together...same faces...same routine can be most depressing, and they were."

In the private home isolation and being crowded led eight Volunteers to say that group living was not ideal, unless in a large house or in a small college (four said this); and two were not sure. It is interesting that the supervisor of this team was not in favor of group living.

The sole man in one team (there were two such cases) recommended that the balance be better next time.

One Volunteer brought up an alternative to group living: "We felt that we could have been more effective if we had lived closer to our people with whom we were working. There were many nights, while in the dorms, we wanted to visit and talk to the people with whom we worked." A similar comment came from a member of another team: "Group living has been very beneficial to the Volunteers but had very little effect on the clients with whom we worked."

One further comment is interesting: "Living in an integrated situation for the first time of my life has been one of the most rewarding and educational experiences of my life." And from at least ten of the Volunteers who worked and lived as members of the two all-white teams came comments to the effect that they felt they had been denied some valuable experiences.

The Volunteers felt the lack of social life sorely. It was one of their chief complaints. It is interesting to note that such comments came rarely from the all-white teams, but often from the teams living in Negro institutions, who felt isolated from the white community. Most of them took it in their stride, commenting that they were too busy for much social life anyway, and that their real purpose in being a Volunteer was not social life. More acceptance in the community of Volunteers who were living in integrated teams would have helped, and more planning ahead of time would have facilitated this.

Selection of Volunteers

Recruitment procedures

A "crash" recruitment program was started in mid-March, with concentrated contacts, visits, and publicity. Staff recruiters, faced with the realization that students like to make their summer plans early, prepared as intense a campaign as was possible in the limited time. The steps were:

1. Letters were sent to presidents of colleges, deans, presidents of student bodies, editors of student newspapers, directors of placement, directors of student aid, heads of relevant departments (sociology, psychology, education, physical education, anthropology, and political science), and key personnel throughout the state system of public and private higher education.

2. A statewide publicity campaign put the program before the public, in the form of public-service movie theatre advertisements, television advertisements, and radio spot announcements in all areas where college and university students were concentrated.

3. Posters, brochures, and fact sheets about the program were sent to all colleges, accompanied by application forms and recommendation blanks.

4. Over a four-week period two staff recruiters visited the 40 major campuses in the state, speaking to student assemblies and large groups whenever possible, and remaining on some of the campuses long enough to talk with individuals.

Staff members knew that spring holidays would interrupt the recruiting drive, but they also felt that an early deadline (April 5) was necessary in order to complete the selection program by mid-April, before students made other plans. Each applicant was asked to fill out an application form and have two references fill out recommendation forms to be sent in to the Fund office. Form letters of acknowledgment and request for information were used so as to minimize office work. By April 3, only 300 applicants had some of their required forms in, and less than 100 of these were complete. It was at this point in the recruitment that the Rev. Jack Mansfield was hired and gave his full attention to the program. By April 5, 300 completed applications were in, with 200 more partially completed; but the deadline was extended to April 22 to provide a larger group from which to pick the 100 Volunteers. New posters were sent out announcing the changed deadline and including complete information about the program. A brochure was distributed to every dormitory room on major campuses and mailed to student governments for mass distribution on other campuses. An application form was part of the brochure, and the Fund office sent out recommendation forms to references, instead of having the students do it. The final total number of applicants was 500 with completed forms, 750 with partial information.

The strain on the recruiting staff and office staff during this period was great, and recommendations were that the drive should start on February 1, the approximate beginning of the second semester. Two recruiting procedures were recommended by various staff members, beginning with a conference in January with campus representatives. (This procedure would be possible only if active student leaders on each campus could be identified.) Brochures with application forms should reach every door in every dormitory, with varied posters placed all over campus. Information sheets should be available in all public places on the campuses, and student and faculty leaders should be appraised early. The second part of the campaign should consist of personal visits by Fund staff recruiters. At least a day should be allowed for small colleges, during which recruiters should speak to assemblies, informal groups, classes, if possible, and talk with individuals. Three-day visits were recommended for larger schools, so that time would be available to visit dormitories, fraternities, sororities, and student organizations as well. The use of former Volunteers was advised, if feasible.

Selection procedures

No formal list of criteria was provided for the original screening, but it was generally understood that the Volunteers should be stable, mature, understanding, able to communicate with poor people in their own language, able to face hardships, and dedicated. Not only undergraduates were sought, but also some graduating seniors and graduate students who might, through the test of the summer's work, prove good candidates for the Fund's professional program. The selection procedures (set up in mid-March and modified slightly in late April and early May) were:

1. Students were screened initially by the Fund staff on the basis of applications and recommendations.

2. A person close to student work on each campus made a preliminary evaluation of each applicant.

(These first two steps were not always possible because of lack of time and inability to find people on every campus who could evaluate the students. For many of the applicants the regional screening board was the first evaluation.)

3. A group of regional boards were set up in eight places throughout the state -- Greenville, Boone, Charlotte, Durham, Raleigh, Greensboro, Winston-Salem, and Chapel Hill -- to interview students who had come through the initial screening. Each board was composed of two people with experience in student work and one person from some phase of community

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welfare work or education. A précis of each student's application was prepared by the Fund staff and sent to the board, along with a request to evaluate the student's abilities in a number of categories (see appendix). Students unable to appear for an interview before the regional boards were interviewed by the Fund staff. Small interview boards were also set up near out-of-state colleges to facilitate interviewing of North Carolina students going to school outside the state.

4. With the applicants narrowed to 175, an advisory board was set up to review them and make recommendations for the final 100. This board consisted of: Dr. James H. Tucker, Dean of Student Affairs, East Carolina College; Dr. Rudolph Jones, President of Fayetteville State College; Dr. Samuel Massie, President of North Carolina College, Durham; Mrs. Andrew Scott, Chairman of the Governor's Commission on the Status of Women; Mr. John Sanders, Director of the Institute of Government, University of North Carolina; Mr. Irving Carlyle, Winston-Salem attorney; and Dr. William E. Highsmith, President of Asheville-Biltmore College.

5. The North Carolina Fund staff reviewed the recommendations, 100 Volunteers and 50 alternates were chosen, and the selections were announced on May 13 -- just two months from the time the program was announced.

Of the original group, 95 Volunteers began the summer's work, with only one dropping out after it started. The 74 females and 20 males represented 31 in-state colleges and 2 out-of-state colleges, with Duke, the University of North Carolina at Greensboro, and the University of North Carolina at Chapel Hill having both the largest number of applicants and the largest number of Volunteers selected. The following table describes the composition of the teams.

TABLE 3

Description of Volunteers by Teams

Team Composition	Number in team	Male			Female			Total Negro	Total White	Ages								Homes			Classes				
		Total	Negro	White	Total	Negro	White			18	19	20	21	22	23	24	?	in-state	out of state North	out of state South	Freshman	Sophomore	Junior	Senior	Graduate
Totals	94	20	2	18	74	12	62	14	80	7	25	24	19	7	6	3	3	78	4	12	21	27	23	20	3
Team 1	10	2	1	1	8	3	5	4	6	1	3	2	2	1	-	1	-	7	2	1	2	5	1	2	-
Team 2	10	2	-	2	8	1	7	1	9	-	4	2	1	1	1	-	1	9	-	1	2	5	-	3	-
Team 3	9	2	-	2	7	2	5	2	7	1	3	1	4	-	-	-	-	7	1	1	2	1	5	1	-
Team 4	15	4	1	3	11	2	9	3	12	1	2	5	2	2	1	1	1	12	-	3	3	4	2	3	3
Team 5	10	3	-	3	7	1	6	1	9	1	5	-	4	-	-	-	-	8	-	2	4	4	1	1	-
Team 6	10	1	-	1	9	1	8	1	9	-	2	4	2	-	1	-	-	9	-	1	2	3	3	2	-
Team 7	10	1	-	1	9	-	9	-	10	2	1	3	1	1	1	1	1	8	1	1	2	2	4	2	-
Team 8	10	3	-	3	7	-	7	-	10	-	3	4	2	1	-	-	-	9	-	1	2	2	4	2	-
Team 9	10	2	-	2	8	2	6	2	8	1	2	3	1	1	2	-	-	9	-	1	2	1	3	4	-

It was recommended by those involved in the selection process that, in the future, criteria for selection be uniform and spelled out in greater detail. Only in this way can the boards make valid recommendations, and only in this way can an evaluation of the Volunteers be tied to selection process, so as to guarantee refinement of that process. There was a further recommendation that the boards be fewer in number and that the Fund Volunteer staff participate in that phase of the screening. A problem would arise here in either transporting students to the boards or the boards to the students, the latter of which is probably more feasible, assuming more time to carry out the process. And if there were fewer people doing more work, the Fund might well consider paying consultants' fees for their services. An additional recommendation was that there should be a woman on every selection board, since the proportion of women applicants was so high. In every case, the women received a higher percentage of high recommendations than did the men. As an aside to this, it was recommended that the staff explore why more men did not apply, and what types of activities might be included in the program that would make it more attractive to men.

Volunteers were responsible for working with and in community agencies, working creatively in programs already set up, and in some cases setting up programs themselves. They received room, board, and an honorarium of $250 at the end of the summer. They were not allowed to have cars, but were allowed two weekends off during the summer. What spending money they had came from their own pockets or from left-over food money.

Of the 39 Volunteers who returned the mid-winter questionnaire, 22 said they could not have participated in the program without the honorarium, and several commented that even $250 is low for the student who is working his way through school. This raises the question of whether limited pay may have biased the selection procedure in favor of the more affluent student.

Several recommendations were made about the arrangements. As already mentioned, some of the Volunteers felt the food allowance was too small, or they had to borrow pocket money until the honorarium was given to them. The blanket restriction on cars affected people from 18 to 24 years of age, which was somewhat unrealistic for older Volunteers who had cars. There was some feeling that having cars would have lessened the tension from too much togetherness. More pertinent was the real need for cars to transport Volunteers to their jobs, and one supervisor suggested that Volunteers be required to have a license to facilitate transportation, whether in personal cars or those provided. If transportation is not forthcoming from the communities, the cheapest way to provide it is perhaps by paying mileage costs for personal cars.

The Fund standing in loco parentis for all participants under the age of 21 was, to some extent, liable for their welfare. Thus, legal forms were signed by parents releasing the Fund from responsibility and guaranteeing protection against suit. Since the Volunteers project was a program injected into the community (with their consent) rather than a program emanating form the community, the Fund staff felt that communities were entitled to protection from problems that might arise. Thus, legal forms also protected them from suit. Insurance against accident and injury was taken out for the Volunteers.

Volunteers had to submit a detailed medical history; to take typhoid, tetanus, diptheria, smallpox, and polio immunizations; and to submit to a written psychological examination (in cooperation with the University of North Carolina School of Medicine).

Volunteers' traits

At the end of the summer supervisors were asked to comment on the Volunteers with whom they worked. The questionnaire was open-ended, but the answers somewhat amenable to categorization. We have used these reponses with major reservations. In no way can they be construed to validate the means of selection employed, since there was no comparable list of traits used to evaluate applicants. They are subjective responses from people involved in the teams' work, thus subject to whatever tensions, successes, personal difficulties, likes, dislikes, etc., influenced the observer. They came from nine different people (and more, for wives responded also) who embodied several different points of view and understandings of the questions posed. There were no ratings from community people with whom the Volunteers worked, none from the field supervisor, and none from the sociologist who observed work in the field, all of whom, though involved, would have been more objective observers. Thus, we made no attempt to correlate these comments with the individual Volunteer's rating when he applied, or with his performance in his task. We merely present the summary of these questionnaires as a picture of how the Volunteers, as a group, appeared to their supervisors over the course of the summer and at its end. Keeping these reservations in mind, one can hazard a guess as to what extent they possessed certain useful qualities, abilities, and characteristics, and of how well they used these attributes and skills. The most such a list can give us is a starting point for another year, but with considerable refinement.

TABLE 4

Group Ratings on Attributes, Capabilities, and Development (76 questionnaires received)

	Total Number of responses	Number rating high	% of total responses	Number rating average	% of total responses	Number rating low	% of total responses	Not applicable or no response
1. Adaptability	76	58	76%	11	15%	7	9%	
2. Cooperativeness	76	55	72%	13	17%	8	11%	
3. Self-reliance	76	51	67%	15	20%	10	13%	
4. Leadership in group	76	33	44%	20	26%	23	30%	
5. Communication with community	76	54	71%	18	24%	4	5%	
6. Motivation	76	54	71%	14	18%	8	11%	
7. Adjustment to interracial living	57	48	84%	6	11%	3	5%	19
8. Responsibility	76	56	74%	14	18%	6	8%	
9. Satisfaction with role	64	44	69%	12	19%	8	12%	12
10. Contribution of intelligent ideas	76	42	55%	22	29%	12	16%	
11. Emotional stability	76	48	63%	22	29%	6	8%	
12. Development of skills	76	57	75%	15	20%	4	5%	
13. Creativity in task performance	75	44	59%	21	28%	10	13%	1
14. Acceptance of differences of others (environment, moral standards)	75	60	80%	10	13%	5	7%	1
15. Increase in maturity	76	50	66%	19	25%	7	9%	
16. Ability to accept role as follower	74	59	80%	6	8%	9	12%	2
17. Moral standards and behavior	76	63	83%	8	11%	5	6%	

General comments made by the sociologist who observed Volunteers are perhaps more pertinent in judging what traits are desirable in a good Volunteer. His opinion is that there is no clearly-defined list of traits, since different jobs demand different attributes. In some situations a slow, conservative, easy-going individual was more successful; in others, a more forceful, energetic person proved better.

But there are guidelines that he offered. Foremost among desirable qualities is emotional stability. The more stable, well-adjusted person, according to his impressions, adapted more easily to the complex and changing demands placed upon him from work, clients, and group relations. The less stable person tended to bring his problems into his activities. The problem one faces in selection is how best to define emotional stability, who is to assess it, and by what method. There are a number of standard psychological tests of emotional stability, one of which could be used, and a series of questions or guidelines could be developed for use by screening boards. Those who recommend Volunteers should also have a suggested form to follow in their recommendations.

A second desirable trait is the degree to which a person can withstand ambiguity. The role of the Volunteer was unpredictable, changing, and unique. There were few situations for which there were clearly established rules or procedures to follow. Interruptions, new assignments, and changes in old assignments were all a part of a typical work day. Individuals who had a greater need for clear-cut situations, therefore, tended, the sociologist observed, to become frustrated more easily than those who could withstand ambiguity. Again, one is faced with the problem of how to determine this in selecting Volunteers.

Other obviously desirable traits are the ability to cooperate and a strong motivation to serve, qualities best judged by people who know the applicants personally and recommend them.

The supervisors, who worked most closely with Volunteers, mentioned a number of characteristics that they would consider essential. Most often mentioned was emotional stability (five supervisors), with a "reasonable amount of intelligence" suggested by four. Other qualities and the number of times they were mentioned were: strong motivation and commitment, 3; relative maturity, 3; experience, 1; creativity, 1; initiative, 1; ability to relate to people, 1; cooperativeness, 1; being "well-rounded," 1. Three supervisors suggested that Volunteers with emotional problems or extreme immaturity should be eliminated from the program.

The Training Program

Preparation of supervisors

Supervisors and their wives met with the Fund Volunteer staff one day prior to the beginning of the three-day training session for Volunteers. They were told about the basic concepts, background, and plans for the Volunteer program; and the role supervisors would play was discussed. Included in the discussion were general policies to follow, some of the problems they would face, the behavior expected of Volunteers on and off the job, dating, time off, etc. The supervisors were assigned a community and a team at this meeting.

Throughout the Volunteer training program, the supervisors met with the staff several times a day, as new topics arose in the course of the three days. Administrative duties, pay, transportation, etc., were discussed or reviewed. No other general training program was planned for supervisors except the one designed for the Volunteers.

Five of the supervisors said that their preparation was inadequate in its coverage of general things as well as specifics. "I asked for.... information several times," one of them wrote, "but it never came. I had to say 'I don't know' so many times to questions I should have known the answers to that it began to be ridiculous. (Who founded the Fund? Where do the Volunteers fit into the total picture? What is the purpose of the Volunteers? Do we get our money every week, or at the end? Where are we going? What will we be doing?)."

Three of the supervisors said they needed more time to study the records and background of their team members, not just to have a short look at them. Two felt the job of supervisor should be structured more clearly, with a job description encompassing duties, objectives, and particularly the limitations of responsibility. But two other supervisors felt the structuring was well handled, and that freedom of action was provided in the loose structure.

Other comments concerning the preparation of supervisors centered around the need for warnings about their lack of privacy in a group living situation (about half felt the need for a little more separation of Volunteers and their supervisors, and a real need for several weekends off during the summer) and the suggestion that the same instructions about policies, restrictions, and privileges be given to Volunteers as were given to supervisors. Two cases in point were dating restrictions and who was to have access to the daily logs of the Volunteers.

Training of Volunteers

The training program lasted three days, with the orientation taking place on the evening of arrival. A dinner, a welcome by the Executive Director of the Fund, a documentary film on the history and purposes of the Fund, and a talk by the Director of Volunteer Services made up the initial meeting. A schedule of the training sessions is included in the appendix.

A number of things were generally understood to be objectives of the training program.

1. To supply the Volunteers with general information concerning The North Carolina Fund and its operations throughout the state.

2. To provide the Volunteers with an awareness of the general problem of poverty in North Carolina.

3. To give the Volunteers some insight into the types of problems which would confront them.

4. To make the Volunteers aware of the operations of social agencies located throughout the state whose work relates to poverty.

5. To brief the Volunteers on the role they were to play in this experiment.

6. To orient the Volunteers briefly on the areas to which they would be assigned.

7. To allow an opportunity for the Volunteers to become acquainted with their team members and supervisors before beginning their work.

8. To prepare the Volunteers generally for the several types of jobs they might be doing.

The program was structured so that there were three 3-hour training sessions each day, with a principal speaker in each session, followed by team discussions, and a total group discussion bringing together what team members had discussed.

Again, since the questions asked Volunteers were open-ended, categorization of responses was somewhat difficult; their answers tended to be general, rather than focusing on a particular aspect of the training program (except in the case of team discussions). There were 40 comments that the program was very good, very interesting, a valuable experience, well-planned, pertinent; 8 comments that it was adequate or good; and 6 comments that topics were well-chosen and the sessions helpful -- a total of 54 favorable comments. There were 8 comments that the program was too long, the lectures boring; 8 that the material covered was too general, more specifics were needed; 2 that the program was too short; 1 that it was a waste of time; 6 that it did not meet the needs of Volunteers; 5 that more variety was needed -- a total of 30 unfavorable comments.

Close to one-fourth of the Volunteers said that group discussions following team discussions were repetitious, boring, did not accomplish anything, and should have been eliminated. Teams tended to discuss the same things, and reports of their discussions in the full conference meeting thus frequently covered identical material. One lecturer solved this problem by giving each team a topic to cover and report back on. Supervisors agreed with the Volunteers in this criticism, recommending that the team and group discussions either be eliminated or more structured.

It was generally felt by both Volunteers and supervisors that several of the objectives were not accomplished: the role the Volunteer played in the field was not clearly defined; there was nothing very specific about the areas in which Volunteers would be stationed; and there was very little preparation for types of jobs to which they would be assigned. The program was designed to cover these topics only generally, because many students would be working on several different jobs. General training, thus, would better prepare them. But seven of the nine supervisors felt it would be more beneficial to give field and possible job assignments at the beginning of the training program or just after the background lectures. The Volunteers could then have the remainder of the session to concentrate on specific problems they might encounter and specific plans for how to work effectively in various jobs. One supervisor suggested that the training program should be based on assignments and lists of possible tasks submitted by communities prior to the summer.

Supervisors were in agreement that the training session was valuable, generally well-planned, and well-executed. They were pleased to have team discussions in order to get acquainted with the members of their teams and have team spirit develop. But they had some recommendations for the coming year. Among these were: (The number following the suggestion indicates how many supervisors made the same, or similar, comments.)

1. Have less discussion following background lectures, more following other lectures. (3) One supervisor commented, "It was obvious that the session was planned at a desk somewhat removed from experience in that the same time was allotted for group discussions of purely informational, structural kinds of topics as...was for the more stimulating, thought-provoking lectures."

2. Have more concrete program ideas, printed material on subject areas, booklets on pre-school readiness programs, recreational programs for various age groups, community action utilizing and finding indigenous adult leadership, etc. (5) In this connection, one supervisor commented that the lecture on pre-high school training was concrete and well-received.

3. Have less free time after lunch, more free time following the evening sessions. (2)

4. Extend the program to 5 days or a week. (2)

5. Have former Volunteers talk briefly next year. (1)

6. Set up prior sessions among supervisors to define goals and Volunteer's role. (1)

7. Arrange so place of meeting and living quarters are closer together, so students can rest between sessions. (1)

8. Include more physical activity. (1)

9. Give a less idealistic picture; tentative programs should not be presented as if they were concrete schemes. (1)

The retraining session

Two days in the middle of the summer were given over to a retraining session, during which the Volunteers gathered to exchange ideas, share experiences and insights, discuss special problems, and seek solutions. Meetings were designed to split up teams into groups composed of one member from each team, and then into groups composed of those performing similar tasks. A "talk back" meeting of all Volunteers encouraged them to express their problems and complaints. These meetings were interspersed with speeches from Fund staff members, an agency representative, and Governor Terry Sanford.

In their reactions to the speeches and topical discussions, Volunteers mentioned only three sessions specifically. Seven of the small group who discussed recreation programs and ideas felt the session was very valuable, that they got many new ideas. All of those who mentioned the agency work relations speech said the topic was poorly discussed. The "talk back" session brought forth most of the comments and accounted for, even colored, general reactions to the whole two-day session. Following, in tabular form, are Volunteers' and supervisors' reactions to the session, and some recommendations made by the supervisors.

TABLE 5

Volunteers' Reactions to Retraining Program

(83 questionnaires received)

	Number times mentioned
Valuable learning experience	25
Inspirational	10
Should be renamed; did not retrain us	8
Not very profitable; waste of time	26
Preferred to remain on job	1
More concrete, specific information needed	2
Retarded our progress	1
Talk-back session poor	14
No comments	10

TABLE 6

Supervisors' Reactions to Retraining Program

(9 reports received)

	Number times mentioned
Volunteers looked forward to session	5
Volunteers did not want to go to session	4
Volunteers were glad to return to community	5
Good educational and retraining experience for Volunteers	4
Good for renewing acquaintances, letting off steam	6
Good for comparing experiences	7
Topical sessions not good (except one)	1
Disappointing	1
Waste of time	2
Talk-back session -- good	2
bad, demoralizing	2
Lack of consistency between Fund staff and supervisors had bad effect	2
Volunteers lost esteem for Fund staff	1
Session probably not worth the expense	2
For supervisors -- good for purpose of comparing notes, exchanging ideas	6
poor for programming ideas	1
Had team problems or slow-down afterwards	3
Teams worked better afterwards	2
Community agents showed some anxiety over teams going, feared "evaluation" of their programs	2
Community agent asked for sharing of "evaluation" for increased self-understanding	1

TABLE 7

Supervisor's Recommendations for Retraining Programs

	Number times mentioned
Replace session by visits to individual teams or several teams in one geographic area	2
Supplement sessions with biweekly conference calls for supervisors	1
Include some reactions from Fund staff to how Volunteers are doing	1
Put session earlier in summer	1
Split up talk-back session into small group discussions	1
Have concrete topics set up for discussion	1
Allow more free time	1
Have a social hour first evening	1
Start sessions at 10 a.m.	1
Try to instill more spirit of cooperation rather than encourage destructive discussion	1

The talk-back session disproportionately affected reactions for one major reason: the Volunteers found out that their daily logs were being read by their supervisors, even that they had been quoted in press releases. Initially, the Volunteers had been told the logs were for research and evaluative purposes. Conversely, supervisors had been told that they could read the logs, and many of them found the logs helpful in spotting and clearing up problems before they got out of hand. The breach of trust created by this difference of instructions unfortunately dominated a session that otherwise would have included a variety of problems, but it did bring out a useful discussion of the value of publicity as well as its occasionally detrimental effects. (One recommendation that came out of publicity problems was that press releases stress that Volunteers are helping "to strengthen and extend community services" rather than "fighting poverty." The immediate incident behind this recommendation was that some of the parents in one community withdrew their children from a pre-school program because a newspaper article stressed their poverty.)

When the announcement was made that logs should be enclosed in an envelope during the rest of the summer, not only Volunteers were affected by the knowledge that logs had been read by supervisors, but some supervisors took this action as an indication of a loss of their authority. The recommendation was made that in a short-term project procedures should not be changed; and, further, if consideration is being given to a change, the staff and supervisors should discuss the matter together first.

Commenting on the breaking up of teams in discussion groups, the aforementioned sociologist said that up until the training session, organization and values had been defined in terms of teams, but that the structure of the retraining sessions encouraged more individuality among Volunteers which seemed to be reflected to a slight extent in their work and life after the session. In two teams the independence apparently picked up during the retraining session seemed to give Volunteers confidence in their individual work. In a few cases new projects were started. For two other teams the possible effects of individuality were fragmentation of group spirit and reaction against suggestions from, and control by, the supervisors. He further stressed that careful consideration should be given to the selection of speakers for a retraining session, since Volunteers have a more realistic and astute understanding of poverty, politics in public agencies, and the social structure of communities. Anyone less than an expert would probably do more harm than good in this situation.

The Summer's Work

Ninety-four Volunteers worked in eight communities on nineteen different types of tasks, with many variations. If one were to estimate that each Volunteer served approximately forty people -- and this, though reasonable, is supported only in part by figures -- then between 3500 and 4000 people were directly affected in some way by their summer's work. In only four or five cases did individual projects have to be discontinued, or reduced in scope, because of apathy or various other problems. At least seven projects are being continued by local community volunteers, three of which have become major community projects with Federal or Fund support. These, however scanty, are the facts and figures. But the real story of the Volunteers is told by their comments on what they did, how they felt about it, how much they accomplished, what the work did for them, and, as one Volunteer put it, in the "gradual amazement and growing respect for the Volunteers."

One must recognize again that this is an impressionistic report, not a systematic evaluation. There is also only an impressionistic report from some of the community people who worked with Volunteers; and there was, unfortunately, no survey of the participants and no check on participants since the summer. Thus, the drafters of this report have drawn no conclusions about the productivity of the Volunteers, but present their statements, assessments, and recommendations for whatever guidance they may provide future programs.

The tasks performed

A variety of tasks occupied the Volunteers, some of the jobs set up by local committees, agencies, and individuals, and some of them initiated by the Volunteers. Although many of the tasks were unusual, most of them fall into the nineteen categories listed in the following table. In some cases

TABLE 8

Types of Tasks and Number of Volunteers Working in Each

Task	Total number Volunteers working**	Number working at task in each community							
		Carteret	Tri-County	Forsyth	Yancey-Mitchell	Durham	Avery-Watauga	Mecklenburg	Craven
Recreation	53	-	11	16	5	6	8	4	3
Crafts	15	-	1	3	3	4	-	2	2
Day-care, Day camp, Pre-School Training	50	2	7	15	3	8*	5	4	6
Bookmobile	4	-	-	-	2	-	2	-	-
Library	6	-	-	1	2	-	3	-	-
Public Health	7	-	-	1	-	-	3	2*	1*
Construction	37	16	-	10	4	2	-	2	3
Adult Education	21	-	17*	2	1*	-	-	-	1
Homemaking	9	-	4	-	-	-	1	3	1
Counseling Drop-outs Drop-out Study	3	-	-	-	-	-	2*	-	1
Job Placement	2	-	-	-	-	-	-	-	2
Recruiting, Research, Community Organization	12	-	1	5	2	1	-	1	2
Tutoring and Pre-High School Training	25	-	3	7	1	6	2	4	2
Intensive Social Work	17	-	2	-	1	6	5	2	1
Community Center Activities	5	-	1	-	-	3	1	-	-
Cultural Enrichment, Music Classes	19	-	-	1	3	9	-	6	-
Mentally Retarded Children	3	-	-	1	-	2	-	-	-
Coffee and Talk (self-help, day care)	2	-	-	-	-	2	-	-	-
Senior Citizens Activities and Teen Clubs	28	-	5	3	3	6	5	5*	1

*Project being continued by community volunteers.

**In most cases, Volunteers performed more than one task at a time, or several tasks over the course of the summer.

where, through the Volunteer's initiative, the task was extended and broadened, it overlapped categories and was entered in more than one. And the majority of the Volunteers worked at more than one job, many of them at four or five, and some at as many as seven tasks. Thus, the numbers reflect a variety of experience and involvement.

Recreation

Fifty-three Volunteers assisted in city recreation programs or set up programs where there were none. In some areas they cleared lots, built back-stops, recruited young people, and secured the cooperation of citizens. They supervised swimming, games, field sports, conducted singing, dancing, talent shows, hobby clubs, and health and exercise clubs (which included lectures on good health and nutrition).

Their comments and recommendations: "...wonderful experience for me to see these children get over their inhibitions and run and play with the other children almost freely." "We played ball in a cow pasture, and there were a few cows thrown in...made things...in a former tobacco hanging shed, warding off bumble bees...one place I shall never forget." "I think the children asked at least 50 times if we'd be back next summer." "Dealing with kids was tremendously rewarding. But keeping them in line was definitely a problem. The rewards were all intangible." "Frustrated by narrow range of things we could do...wide range of age groups...felt like an extra hand." "Divide up the age groups." "I gave them all I could and the best of what I had...I think I have accomplished a great deal...loved every moment of my work." "...poor assignment -- not an area of need...no cooperation for supplies... [same Volunteer, another area] Although there were no bathrooms, or running water, or electricity, or supplies, this work was wonderful. The children came from the worst area I have ever seen, but working with them was a joy." "...doubts as to whether we were working with the right people..." "...dance group were introduced to something new, and they were eager to learn." "Scheduled recreation that allowed no creativity...left me no time to seek out unexplored avenues." "Some of us...put in well-to-do recreation centers." "Hard to keep children occupied...needed ideas...preparation essential...drained of recreational creativity..." "I am not sure that recreation is the best way to help the really poor." "Am invited back into many homes...Rapport...mutual interest in clogging...children taught us how." "I saw great improvement in many things -- working together as a team, participating actively and with interest, and even things such as cleanliness, manners..." "...was not able to achieve my goals of getting a lot of interest up in hobby club...but did have small results...few of the girls had any 'stick-to-it-tiveness'."

Crafts

Fifteen Volunteers developed crafts programs, sought out underprivileged children, and -- using their ingenuity and creativity -- worked with materials already at hand or sometimes donated by local businessmen. Working sometimes with children who had never used a pair of scissors before, they drew out imagination and encouraged creativity.

Their comments and recommendations: "...good activities planned, good attendance, and some outstanding work." "...would have enjoyed this ...program more if I had had proper materials furnished...another Volunteer and I financed the program, so it was limited." "...had bad financial problems when poverty children came: they were self-conscious because some children paid....should have used only free material so would not have had to charge." "I can truly say my experiences with these underprivileged children enlarged my understanding of human nature greatly." "...much enthusiasm from all ages."

Pre-school training, day care centers, and day camps

Fifty Volunteers participated in one or the other of the programs designed for pre-school children, and sometimes older ones. The projects varied all the way from the new pre-school programs set up by the Department of Education to ones the Volunteers initiated. They also recruited students for the programs, taught, led tours, and helped with paper work.

Their comments ranged considerably, since they cover structured situations as well as what were essentially "play schools". "The superintendent nosed around my kindergarten one day -- grunting...surprised to find out he thoroughly approved." "children are receptive...parents... interested when they know that you have an interest in their child...did everything from teaching toilet training to differentiating between blue and purple." "I lacked communication with my teacher, who...lacked interest and initiative." "The enormous change in attitudes which took place in only six weeks was remarkable." "...children were not properly selected... ...some in the program who didn't need it...relationship I had in some of the homes was the most rewarding part of the entire summer...only wish I had given more time to this earlier." "I loved it! Why?...those little inexplicable reasons -- the little boy who doesn't know how to smile, but learns; the little girl who cries fountains of tears until she becomes aware of the fact that _she_ is needed -- she can be the teacher's helper; the little girl who sits cold and immobile with her thumb in her mouth until someone buys her a pair of shoes for her bare feet. Need I say more?"

Bookmobile

The bookmobile in sparsely-populated areas can sometimes reach the scattered settlements only once every two months. With the help of four Volunteers, the time in two areas was reduced to about every three weeks. Volunteers found that the women of the communities would spread the word, if notified ahead of time. People of all ages availed themselves of the extra service.

"The Bookmobile was tremendous...a valuable service...I came to love and understand the people of the mountains, and I think I began to comprehend their frustrations and indecision and loneliness...was able to bring a little...friendliness and interest into a lonely existence." "...reading gave them at least a knowledge of the world outside." "Men at the ________ Prison Camp have learned to appreciate the Volunteers... were as receptive as anyone could be...seemed to perk up....want to start anew. One taught himself to read; one is up for parole and wants to go to college."

Library

Library work for the six Volunteers who did it entailed more than checking out books. They started reading clubs, story-telling hours, adult reading groups; they showed movies; they phoned parents to solicit their help in bringing children.

"She was so excited about our work that she said she would like to have a group of Volunteers next summer...did everything in her power and more to help me help the people of ________ County." "The library, not usually associated with welfare agency, has become one." "...worked closely with library on projects. His car was almost always available to take groups on trips." "...my ways for getting people to check out books were far-fetched..." "story hour...wasn't too valuable in relation to the goals of the program; it reached, for the most part, the wrong set of children." "...I got people to read and to come and talk who had never mixed before...loved getting to know them...the way for future Volunteers is partly paved. These people accepted me beautifully."

Public health

Helping to develop an awareness of poor sanitation concerned seven of the Volunteers. In one area they conducted a sanitation survey for the Public Health Department, in other areas distributed public health information, operated health classes, assisted in bringing children to clinics, and served as assistants in the clinics.

"I found the survey to be challenging and exciting...of real benefit to my clients...trying to get people -- many of them apathetic and completely indifferent to their surroundings -- to improve their own sanitation. Admittedly, I often became quite discouraged, especially after a day of failures or a rejection by a client...question I hated most was refuse disposal -- 'How do you get rid of trash and garbage?'!....gave me a chance to contact my clients in a group...revealed to me my clients' reactions to audio-visual aids." "...enjoyed working in the clinics...It was wonderful to feel that some child's experience with staying healthy might leave pleasant instead of frightening memories."

Construction

The one activity that involved Volunteers as a team was construction. Thirty-seven of them did everything from building a five-room house to constructing a privy. Men and women took part -- the majority on the house-building task were women -- digging wells, clearing lots, repairing a house, setting up a recreation area (including building picnic tables), even repairing washing machines.

The sense of working together for a common cause is apparent in their comments, and the awareness of getting this concept across to people in the areas in which they worked. "As we worked, the community people began to clean their yards and throw away trash. Others would come to help. This is a part of our job -- to develop community spirit -- and this was being done gradually." "...great satisfaction...getting some of them to help us...wish there had been more organization to the work..." "...would be good for each group to have a small project of this sort because that at least gives the satisfaction of some concrete thing to be proud of." "Team spirit was formed at the outset." "....people seemed to wake up and realize what they could do for themselves and that the whole world is not against them." "...work has tangible physical results which can be seen by everyone...but many times it seemed as if I were at home doing construction work...attempts at creativity were thwarted by welfare worker...unwilling to try new methods in coping with poverty." "...closeness...developed between us and the people for whom the work was being done." "...relieved me of a lot of tension...drew... group closer." "...never expected to see him, yet he worked every day with us and talked without fear and showed a great deal of confidence." "...children were eager to help and they did in a big way." "...in three weeks we made Mrs.______somewhat protected from the cold...most important aspect was the interest that we aroused in the neighbors and in her relatives...hopefully expect them to carry on the work."

Adult education

Sometimes with published aids, sometimes with aids they fashioned themselves, twenty-one Volunteers taught reading and writing and sometimes more advanced subjects. There were individual sessions as well as classroom groups. The students ranged widely in ability, advancement, and age -- the oldest was a 71-year-old woman.

"I could see the birth of a new person. We did not make any fabulous strides, but we did make progress toward something which my student wanted so badly." "My only regrets are that I didn't have good materials for them and wasn't there long enough to help them much." "...tried to teach adults a little about state and national government and their rights as citizens...felt this to be one of the most worthwhile things I did all summer, even though my program for them was often weak." "...my pupil and I became good friends..." "truly served as a learning and growing experience for each person involved -- student and teacher." "...at least it was a beginning and the work will be carried on." "...hard, exhausting work..." "...found very slow because my pupil is not too alert mentally, perhaps because she is older and has been away from any educational attempts for some time...limited progress...takes some of the pleasure away for me." "...a real inspiration to me personally to see so many people -- some quite advanced in years -- struggling to improve their minds."

Homemaking and home demonstration

Nine Volunteers, realizing that poverty is expressed not just in the amount of money a person has, but equally as much in how he uses that money, attempted to show people how to make better use of what they have. They made use of surplus commodity foods in demonstration classes; they went into homes to help with meal planning, financial planning, child rearing, sanitation. They helped organize baby-sitting pools so that mothers could work where necessary, or attend classes.

"We 'translated' the recipes into pictures as much as possible for illiterates (they are at least illustrated enough that after several 'helping sessions,' the pictures will call to mind the work, and there are usually children in the home who can read)." "...a lot of trouble to find the place and you have to tell the people the same thing over again." "...the women were all very receptive and glad to have a chance to talk about things they know about with an 'outsider.' Even though they have been cooking for longer than I, they did not resent my suggestions. I even found the mother of 9 children had taken time to bake cookies for them after my first visit."

Drop-out study and counseling

Contacting students who have dropped out of school became the major concern of three Volunteers. With the help of school records, they located students, talked with them, tried to find out what made them leave school, and encouraged them to return. As an additional part of their study, they asked what types of courses students would prefer if they were to return to school. In one area, the information is being used by local high schools to aid in building an industrial training program.

"...valuable experience...gave me a better understanding of adolescents...opportunity to travel all over the county, meet community, school, college personnel, speak with local citizens...hear the opinions of people from all levels and situations...It did get frustrating sometimes to drive many miles and find no one, but there were so many memorable experiences throughout our 'drop-out hunting' that they made the work exceptionally worthwhile and stimulating." "...speech to the high schools ...gave me the chance to reach the students still in school...convey our findings to them...pleased at its effectiveness." "...liked working with this particular family. Naturally it was rewarding knowing I had gotten 2 drop-outs back in school."

Job placement

The two Volunteers who set up a job placement center concentrated on high school students who needed summer jobs. They canvassed employers in the town and county to determine how many jobs and what kind were available for teen-aged unemployed. With the help of local agencies, they operated a promotion program to communicate their services to those who might benefit from them.

"...enjoyed talking to the businessmen...gave me an opportunity to gather much valuable information on the economic situation in the county... also provided a means of spreading information on the N. C. Volunteers and the N. C. Fund." "...had the chance to work closely in counseling the boys. But the lack of jobs made it a disappointing effort."

Community organization, recruiting, research

Helping with community profiles, originating community-wide programs, and recruiting people for these programs concerned twelve Volunteers at one time or another during the summer. Where people lived together without any community program, they attempted to start some community activities, particularly in pre-school training and in recreation.

"Going into homes of families...the most rewarding part of the summer. I felt that this was where I came nearest to making a dent in people's attitudes." "I learned more from those maps than I did traveling around, and the two coupled together were ideal."

Pre-high school training, tutoring, and counseling

Tutoring potential drop-outs and slow learners drew twenty-five Volunteers all over the state. English and mathematics were the subjects in which most students needed help.

"In the classroom I could see another side of poverty -- deprivation of the mind. It was frustrating at times, but always so worthwhile." "...visited the homes of the prospective students...talked with parents... doubtful as to the kind of reception I would have in these homes -- I was white -- I was a stranger. I was warmly received...parents were *anxious* for their children to take advantage of the tutoring." "...felt inadequate to accomplish much for lack of skill...do think though these children will return to school with more of a background than they had before, simply because I was able to give them personal attention." "...I remember vividly the time that it took me three weeks to teach...numbers to a 14-year-old...was challenging job but many times I felt very inadequate, especially when a client had a severe mental and emotional problem." "...a learning experience on my part as well as on the part of my victim. I did enjoy this."

Intensive social work

An experimental program in intensive social work with a group of "hard-core poverty families" occupied seventeen Volunteers. They went, sometimes with the guidance of professional case workers, into families and provided whatever services they could -- reading to children; helping plan meals, budgets, recreation; counseling on jobs available ~~and~~ on community services available.

"...often frustrating or depressing...always meaningful. To begin to feel a real part of some family or person's life is a wonderful experience." "...allowed for creativity, ingenuity, and very close friendships. With the aid of a very capable supervisor, we undertook a panorama of activities and services; moreover, we avoided the tedium of routine casework." "...made no visible progress and soon it seemed that I was trying to fight the battle alone -- everyone else had given up. I did...manage to stir up a little community interest through a church." "...we were doing something that has never before been done...made us feel that we were making a real contribution. We were able...to fulfill specific needs which no agency would even be able to consider...caseworker with whom we worked...is one of the most dynamic individuals I have ever met." "I talked with them about many things from preparing a well-balanced diet to birth control. Many of these people would never have been reached had I not gone directly into the community. Had I waited for them to come to me, I would not have met them...one should concentrate on more home visits." "One would need more than a few weeks to work with a family as passive and isolated as this one."

Community center activities

Five Volunteers worked in existing community centers or set up a center in a library in one area where there was none. They supervised or originated activities such as reading clubs, recreation, adult education classes, etc.

"...a challenge to meet every day...work, although routine, was never dull...sometimes...felt as if we were being spread too thin...never had much spare time in which to do a lot of planning."

Music classes, cultural enrichment

Classes were only a part of the enrichment programs initiated by nineteen Volunteers. In whatever activities they conducted, they interjected broadening experiences. Starting with an old piano one of them found and put to use, the activities branched out to include reading, story-telling, art; trips to parks and gardens, trips to see plays, and to historical spots; even the performance of a play written and directed by a Volunteer.

"...one could really see the minds and souls of these culturally deprived children come alive." "One important fact to me is that I kept almost all of the people I had from the beginning, and all of the young people enjoyed and looked forward to the program...seemed very pleased with getting to help plan the program and express themselves." "The play was the best part of my summer....enjoyed helping these children learn parts, learn to express themselves dramatically, learn to work as a team (the most important aspect of the work), and to respect each other. ...loved...seeing their faces light up when I gave them their costumes." "...story hour started too late, but was very educational...children could tell their own stories, to pictures, that were fascinating."

Mentally retarded children

Three Volunteers worked with mentally retarded children during the summer, teaching them basic skills in reading, writing, crafts, and recreational activities, and giving them an enlarged sense of the world.

Some tentativeness characterizes the comments of the inexperienced: "...felt a little unprepared for the effective handling of retarded children. As the summer wore on, I became more confident." "...never been out of his house, and never learned to chew...took walks...trying to form concept of environment, rides, introduction to scenes where many other people were....no one else had ever taken an interest in the development of what he could do....hated to leave because I did not get the child in school and did not finish all that I had hoped to do with him." "...have worked with mentally retarded children before, so fortunately knew how much patience it requires."

Coffee and talk

Coffee-and-talk groups were encouraged or established by two Volunteers, as a device to stimulate women to advance their skills in homemaking, child rearing, and other tasks and to encourage community action. Day care projects grew out of the sessions.

"Liked it pretty well, but was considerably stifled by 'regulars' who had been working with them for quite awhile and didn't want to follow anyone's ideas but their own." "Mothers' Club started friendships, gave them a feeling of importance, brought out responsibility and leadership, called forth hitherto unspoken feelings....drew community together into a community ready for some form of action."

Senior citizens' activities and teen clubs

The same facilities were often used by both teen clubs, boys and girls clubs, and senior citizens. Twenty-eight Volunteers worked with one or another of these groups, frequently all three. They also visited the confined older people in rest homes.

"I wondered at first how scouting is associated with poverty; now I see definitely how it will enrich over a long period the lives of these children....was able to organize 9 troops and to obtain adult leaders for all." "...tried to make them aware of the importance of good grooming, etiquette, speech by bringing them speakers, demonstrations, films, etc....liked the challenge -- I had combined two rival groups of girls." "...was led to believe from the beginning that the kids wanted supervision. They didn't." "Baton lessons....something these girls really needed because they had very little...coordination." "...thrilling to introduce these hungry children to new things."

"The work with the rest home was really heart warming...felt very needed, very much wanted...people taught me things about life and about humans that I had never learned before." "...enjoyable, but we were not really fighting poverty but just comforting the end product of the poverty cycle....value of this job came because...we were able to involve the community group in this activity...strengthening the local community." "Their type of recreation may not be your idea of having fun and you have to adjust to their tastes. When you see a deaf mute try to talk while playing checkers or see an elderly woman weave when her fingers are bent double with arthritis, then you can't help but enjoy your work." "...home director felt no need of us and there was nothing to work with there.... good number of the people were physically and mentally restricted." "...very rewarding. I began looking forward to my next visit as much as the patrons did. When a group of any age grows to love you, you can't help but love them too."

An overall view

There were general comments the Volunteers made on themselves and their work, a few of which should be noted.

"I thought all my work was delightful -- even the frustrations, because they proved I had gotten far enough into the job and the community to become frustrated!"

"We spread ourselves way too thin and had no time for really visiting and getting into communities."

"In a purely selfish sense, this work challenges all my talents, all my energies, all my intelligence, and I love it."

"All the driving made me extremely tired and depressed, unable to do my welfare work effectively. I covered at least 60 miles a day."

"I have become even more compassionate and have gained a much greater understanding of these people. Life has put me in a very fortunate position, but somehow I cannot feel complacent. I want to help... For the first time in my life I have had the thrill of seeing someone else, one of the people, begin to do the work I was doing. I cannot begin to express the thrill of seeing someone begin to help himself. I never knew it before...Thank you for making this opportunity available to me."

Volunteers' assessments of communities, committees, and agencies

A number of words appeared in the Volunteers' reports that described the reception they had and the cooperation they got -- receptive, hostile, cooperative, active, uninformed, etc. These adjectives, repeated frequently, formed the basis of categorizing their assessment of the people in the areas in which they worked. Alternating with the following tables are sample comments from the Volunteers' reports, and a few recommendations they made.

TABLE 9

Volunteers' Assessment of Community Attitudes and Cooperation*
(83 questionnaires received)

Communities Involved**	Actively cooperative	Approving, Receptive	Indifferent	Hostile, not accepting	Majority of community uniformed, unaware of NCV
1. Tri-County (Richmond, Robeson, Scotland) coastal plains, rural, small towns.	9	3	7	12	15
2. Carteret coastal area; predominantly rural, small towns.	5	-	-	1	2
3. Forsyth piedmont area; urban.	5	4	3	1	16
4. Yancey-Mitchell mountain area; sparsely-settled rural.	8	2	3	-	8
5. Durham piedmont area; urban.	8	6	-	-	10
6. Avery-Watauga mountain area; sparsely-settled rural.	8	4	-	1	5
7. Craven coastal area; predominantly rural, small towns.	3	5	1	-	7
8. Mecklenburg piedmont area; urban.	6	7	-	-	3

*Numbers indicate times attitude was mentioned in responses.

**Responses sometimes refer to a part of the area, to one town, or to a section of a town.

"The communities in which we worked, I felt, were very cooperative. They knew almost nothing about us when we came but plenty when we left. The major problems we encountered, I think, were a result of the splashes of 'poverty, poverty, poverty' in headlines of newspapers. Local people on all economic levels tended to recoil to that one. However, things were better as a whole after the ____TV program because some of our poverty people who had stopped coming to our programs began to come back."

"They were very proud...too proud because they refuse to accept the fact that they have a problem. I think a big mistake our entire team made was not standing firm on this issue -- avoiding the word poverty, even economic opportunity, but instead talking only about community development."

"...misunderstood who N. C. Volunteers were but I think they know now!"

"I really think they [agency personnel and community leaders] were surprised more at the people of the community I was in than me. They didn't think this area was capable of organization, self-leadership of any kind, or anything like it."

"The full scope of the program escaped them."

"Many...did not wish to be told they were people of poverty."

"...didn't see a great deal of interest, even by N. C. Fund officials...could have done more public relations work with the people."

"They would not play us in basketball because we were integrated... no excuse for an organization of their type to be so narrow-minded."

TABLE 10

Volunteers' Assessment of Local Liaison or Community Development Committees' Attitudes and Cooperation*
(83 questionnaires received)

Committees Involved	Actively cooperative	Somewhat helpful, approving	Indifferent	Never saw them; not helpful	Uninformed
1. Tri-County (Richmond, Robeson, Scotland) coastal plains: rural, small towns.	13	4	1	6	-
2. Carteret Coastal area; predominantly rural, small towns.	2	-	-	-	-
3. Forsyth piedmont area: urban.	-	1	-	18	-
4. Yancey-Mitchell mountain area: sparsely-settled rural.	9	-	-	-	2
5. Durham piedmont area: urban.	11	2	4	1	-
6. Avery-Watauga mountain area: sparsely-settled rural.	3	-	-	6	-
7. Craven coastal area; predominantly rural, small towns.	4	1	1	3	1
8. Mecklenburg piedmont area: urban.	2	5	-	5	1

*Numbers indicate times attitude was mentioned in responses.

"...gave us great freedom to set up our camp program as we thought best, provided us with source materials, encouraged us to be daring, to 'shoot for the sky'...spent a great deal of time with us...even though he has a very busy schedule."

On a community development committee and the local government: "...dramatically different in attitude...[committee] was open-minded, cooperative, helpful in large and small ways, and always open to suggestion. The political structure was, necessarily, I suppose, cautious, restraining, and a little worried."

"Never did they tell us about their plans and aims...what they would like us to do."

"...committee consists of some of the most prominent people in______. Maybe they were too busy to show any interest in us...we were asked to prepare a speech on the summer's work so that the committee would have some idea of how to continue our work. Not even a third...attended the meeting."

TABLE 11

Volunteers' Assessment of Agencies' Cooperation*
(83 questionnaires received)

Agencies Involved	Very helpful	Adequate	Not very helpful	Not well informed	Mixed reaction
Recreation Departments	19	4	5	11	1
Education - schools, boards, principals, teachers	35	4	3	-	2
Agricultural Extention Services					
White	-	-	2	-	-
Negro	4	-	-	-	-
Both (no distinction made)	1	-	1	-	-
Community Centers	5	1	-	-	-
Welfare Departments	46	5	2	2	4
Councils of churches, ministers, churches	1	-	-	-	-
Charitable agencies - Goodwill, etc.	1	-	-	-	-
Employment Security Commission and other employment agencies	2	1	-	-	-
Libraries	7	-	-	1	-
Governing bodies - county boards of commissioners, town boards, mayors, etc.	1	-	-	-	-
Housing groups - FHA, Urban Renewal, etc.	1	2	-	1	-
Private clubs - boys' clubs, coffee-and-talk, scouts, etc.	5	1	-	-	-
Health Departments	9	-	1	1	-
Community Development committees, groups, planning councils	2	-	-	-	-
YMCA -YWCA	3	-	1	-	-

*Numbers indicate times attitude was mentioned in responses.

"I was completely on my own -- to use my own talents and ideas. Yet, I had the full cooperation of the department members anytime I needed it."

"stated that the Volunteers thought they had all the answers to everyone's problems...felt I was there to check up on her and find out if she were doing her job."

"One of the case workers cried when I said good-by."

"Department heads didn't think the Volunteers were really needed."

"Negro agents were wonderful...whites were extremely negative."

"Departments all seemed to be uninformed of our program."

"Welfare Department...jumped at the opportunity and said that they would worry about the channels later."

"...talked to us several times encouraging us to work as a team. Her sympathy, level-headedness, praise, and constructive criticism were so necessary to the success of not only our______project, but of our whole summer."

Suitable tasks for Volunteers

Many of the Volunteers had definite ideas about the tasks they felt most comfortable doing, enjoyed most, and felt most useful performing. They also expressed feelings about what a task should allow for and how it should be structured. Following is a summary table of their recommendations, with the number of Volunteers who mentioned each.

TABLE 12

Volunteers' Recommendations: Tasks (83 questionnaires received)

Types of Tasks Recommended by Volunteers	Number Recommending
Construction	6
Recreation organized by Volunteers	6
Community development	1
Adult education	3
Tutoring, remedial classes	3
Pre-school	12
Homemaking, home demonstration	2
Welfare - intensive social work	4
Library	2
Dramatics	1
Not sure	1

Volunteers' Recommendations about Tasks	Number Expressing Opinion
Should allow Volunteers to organize activities	2
Should allow creativity	26
Should be directly with poor people	7
Should be of experimental nature	1
Task force work (more students working together)	2
Should allow Volunteer freedom, leeway	5
Under agencies but not in agencies	1
Tasks involving real need for Volunteers	1
Tasks in which initiative can be used	1
Action-packed tasks	1
Future tasks should depend on success of the summer's work	1
Type of task depends on location	1

Three supervisors also mentioned that Volunteers performed well in adult education projects; three recommended pre-school projects; two recommended tutoring and pre-high school training projects; two, home demonstration projects; and one, recreation organized by Volunteers. They also commented that tasks should be directly connected with the people whom Volunteers served (two stated this), that tasks should be under agencies but not in agencies (two), and one recommended the task force approach. Other recommendations supervisors made concerning tasks, and the number making these suggestions, were: 1) tasks in which one team concentrates on one neighborhood, at all levels -- two; 2) de-emphasize recreation activities, especially in on-going programs not originated by Volunteers -- two; 3) tasks with the young (14 and under) and the old (65 and older) -- one; 4) tasks in which two Volunteers are paired on a project -- one; 5) variety, e.g., pair classroom task with one involving physical activity -- one; 6) allow some of past summer's Volunteers to return and work with new Volunteers -- one; 7) Fund staff should give some technical assistance where needed, e.g., basic teaching aids for reading classes -- one; 8) more frequent and longer visits by Fund staff or field representative -- four.

The Impact of the Program

Out of the North Carolina Volunteers have come other activities, not originally planned, but ones that extend the influence of the project and expand the overall North Carolina Fund program. Seven of the Volunteers were accepted for a Community Action Technicians training program, designed to develop the skills and abilities of young people who plan to make this type of work a career. For a one-year period they are working under the supervision of skilled professionals, with a salary of $4,000, at the end of which they will be offered a scholarship of $2,000 in order that they can extend their academic training. Four of these technicians are serving in community action programs, one in the office of the Coordinator of the Economic Opportunity Program for the state, and two in The North Carolina Fund office in the public relations department.

Out of the experience the Fund had with forming and executing a Volunteers program came ideas for the first VISTA training program (Volunteers in Service to America), the Federal program for using volunteers to combat poverty. The Fund staff was asked by the Office of Economic Opportunity to undertake the training of the first groups of volunteers.

Three of the projects started by the North Carolina Volunteers have become major components of community action programs. A day care center in Durham now handles forty children, with part of its support coming from the Fund and part from the community. The sanitation survey conducted in New Bern and surrounding Craven County has become a primary concern of Craven Operation Progress, with support from the Office of Economic Opportunity. An adult education program in the Tri-County area continued classes with support from the Fund, and will receive additional support from the Office of Economic Opportunity through the state-wide adult education program under the auspices of the State Department of Community Colleges.

A film of the work done by the Volunteers, "The First 100," has had its first three showings on major television stations in the state. The work of Dick Schoener, a Volunteer himself, it will be used for recruitment and as a vehicle to make the public aware both of the poverty that surrounds us and the work done by Volunteers to combat it.

A second group of Volunteers, this time 250, is planned for the summer of 1965. Support has been granted by the Office of Economic Opportunity, to be supplemented by the Fund, for a program similar to the one carried out in 1964, but with emphasis on drawing volunteers from the local communities to carry on the work started by the Volunteers.

Campus groups of volunteers have been started, or, consistent with Fund policies, volunteer work has been incorporated in existing groups. Some of the groups were started with the help of former Volunteers, some sprang from the same tide of concern that formed the Volunteers, and some were already in existence, but were further stimulated by the Volunteer's program. At least thirteen colleges have launched programs, with several more in the organizing stages. The already-active North Carolina Intercollegiate Council for Human Rights took, as a major project, sponsoring tutorial and other community projects; and six individual campus chapters in two cities have followed through.

In the Greensboro area, five colleges working together in a tutorial project have received cooperation from the local school board and individual schools. Fifty-five volunteers are working with 110 of the 300 students who signed up for tutoring, and a recruiting program began in

February to secure enough volunteers to handle the other students. A group of 18 slow learners in a housing development are being tutored by a team of eight volunteers. Colleges participating are Guilford College, The University of North Carolina at Greensboro, Agriculture and Technical College, Greensboro College, and Bennett College.

The University of North Carolina at Chapel Hill is setting up a program called VIGAH (Volunteers in Giving a Hand). Plans are to build a multifaceted program involving tutorial work, cooking classes for those who receive surplus food, an interfraternity playground clearance project, and related activities. Students are already working in a tutoring project sponsored by the YWCA.

Meredith College's program has been a small one-to-one tutorial one, which students plan to expand during the second semester.

North Carolina State College of the University of North Carolina has concentrated on a tutoring project also, but plans are underway for expansion to include field trips and other community activities.

Johnson C. Smith University's tutoring work is carried out in conjunction with the American Friends Service Committee, the Unitarian Church, and Charlotte College. It has two approaches, individual tutoring and study hall supervision in elementary and junior high schools. The project has expanded to include an adult night class and field trips for children.

Elizabeth City State College has completed organization with action planned for the second semester.

Duke University students have been working with the YWCA in an on-going tutorial program. A community action technician assigned to Durham's Operation Breakthrough is now helping organize projects and seeking college student volunteers from both Durham schools to staff them.

At North Carolina College in Durham, the college chaplain, the Rev. Henry Elkins (who heads Operation Breakthrough's organization of volunteers), has helped organize volunteers for a tutorial program, which began work last semester with six students and this semester has 30 Volunteers working so far, out of 200 who have signed up. Additional projects there include: painting toys, 10 students; work with the Board of Registration, 21 students; cleaning and planting a vacant lot, 15 students; painting a house, 5 students; helping UNC students finish building a house, 20 students; afternoon program at the Children's House, 10 students.

Shaw University in Raleigh has a tutorial program in operation, with expansion plans for the spring semester.

At Atlantic Christian College in Wilson a student group has formed under the auspices of a pre-ministerial student club; at Elon College a student group is tutoring in the Elon Home for Children, under the sponsorship of the Ministerial Association.

Organization is underway at Saint Augustine, East Carolina College, Wake Forest College, Lenoir Rhyne College, and Fayetteville State College.

Clearly, there are concrete developments from the North Carolina Volunteers project, but its intangible impact on the students who served -- obvious in their comments -- is reflected in the changes a few of them have made in their lives. An example is the Volunteer who wrote: "Last summer was the most meaningful experience of my whole life. As a result... I have changed my major from history to sociology and have decided to make social work my career."

And the impact on North Carolina? One Volunteer put it this way: "We planted seeds of interest, of uncertainty, and seeds of hope this summer in the minds of our leaders, businessmen, housewives, and welfare recipients. Maybe the planting was our greatest success."

APPENDIX

1. Recruiting and selection materials:
    - poster "They Need Your Help"
    - application form (Volunteers) - 3 pages
    - recommendation form - 2 pages
    - brochure - "Join N. C. Volunteers"
    - review board evaluation sheets:
        a. initial evaluation sheet (white)
        b. regional evaluation (green)
        c. log sheet (yellow)
    - legal agreements
2. Training program schedule
3. Re-training program schedule
4. Evaluation session schedule
5. Supervisors' application form
6. Names of Supervisors
7. Names of Volunteers
8. Daily log sheet used by Volunteers
9. Questionnaires I and III given to Volunteers
10. Questionnaire used by supervisors to rate Volunteers' attributes

THEY NEED YOUR

HELP

Break The Poverty Cycle

Build a Better North Carolina

Join

THE NORTH CAROLINA VOLUNTEERS

100 Summer Internships now open
Application Deadline: April 5.

Hear

Assistant Director

CURTIS B. GANS

Former Field Representative
U. S. Peace Corps

Date ________________________

Time ________________________

Place ________________________

NORTH CAROLINA VOLUNTEERS
P. O. Box 687
Durham, North Carolina

APPLICATION

All Applicants for the summer intern program of the North Carolina Volunteers must fill out this application form completely and return it by April 5* to Box 687, Durham, North Carolina. In addition, two reference forms must be sent to the North Carolina Volunteers by persons whom the applicant wishes to recommend him. Applicants will be notified as to when to appear for an interview.

Name ____
(Last) (First) (Middle)

College ____________________ Year __________ Major __________

Permanent Address ______________________________

Birth Date ____________________ Birth Place ____________________

Marital Status ____________________ Citizenship ____________________

Physical Disabilities ______________________________

Criminal and Arrest Record ______________________________

____

Previous Residences (use separate sheet if necessary) ____________________

____

____

Education: A. Undergraduate Fields of Study which have interested you, number of courses taken

____

B. Graduate Work ______________________________

C. Grades: ______A's ______B's ______C's ______D's ______F's

Previous Employment:

A. (1) Position ______________________________

(2) Duties ______________________________

(3) Supervisor (give name and address of employers and supervisors)

---

* Deadline later changed to April 22.

(4) Dates of employment and reasons for leaving ____________________

____

B. (1) Position ____

(2) Duties ____

(3) Supervisor (give name and address of employers and supervisors)

____

(4) Dates of employment and reasons for leaving ____________________

____

C. (1) Position ____

(2) Duties ____

(3) Supervisor (give name and address of employers and supervisors)

____

(4) Dates of employment and reasons for leaving ____________________

____

(Any additional employment use separate sheet of paper and attach.)

Special or Technical Skills ____

Extra-Curricular Activities:

A. High School ____

____

____

B. College ____

____

____

Community Activities ____

____

____

Honors Received in undergraduate and/or graduate school ______________________

____

____

Clubs and Organizations (other than listed above) ______________________

____

Parents or Guardian (give name, address, and occupation) ______________

A. Father ______________________________________

____

B. Mother ______________________________________

____

References:

A. (Two whom you gave reference forms to) ______________________

____

____

B. (Two other persons who may be contacted) ______________________

____

____

Please attach a statement of why you wish to be in the program and what your future career aspirations are.

Return material to:

P. O. Box 687
Durham, North Carolina

NORTH CAROLINA VOLUNTEERS

P. O. Box 687
Durham, North Carolina

Recommendation Form

To be filled in by applicant:

Name ____

(Last) **(First)** **(Middle)**

Name of Reference ____

Position ____

* *

To be filled out by reference only:

The enclosed material will be kept strictly confidential. It is probably needless to remind you that the work of the volunteer program and The North Carolina Fund's approach to poverty will rest on the shoulders of those who are sent into the field. It is for this reason that we need as accurate an evaluation of the applicant's qualifications as possible. The future of North Carolina's poor in some small measure depends on your evaluation.

Please send this completed form by April 5 to:

P. O. Box 687
Durham, North Carolina

How long have you known the applicant? ____________________________

In what capacity? ______________________________________

Do you consider him __very intelligent __intelligent ___of average intelligence

__below average in intelligence?

Is he __highly motivated __motivated __will respond to leadership

__needs prodding?

Does he __work with diligence __work steadily __do his job __need guidance?

Is he ___very patient ___patient ___impatient ___highly impatient?

Is he ___highly sensitive ___sensitive ___of average sensitivity ___insensitive?

Do you consider him ___creative ___resourceful ___responsive ___non-creative?

In your opinion, does this applicant understand the problems surrounding poverty?

___Yes ___No

Does this person have the ability to communicate with a wide variety of intellects and interests? ___Yes ___No

Does this person seem willing to undergo some of the hardships of this type of service? ___Yes ___No

Give in your own words a brief evaluation of the applicant's character, abilities and shortcomings and attach it to this form.

Thank you very much for your help.

James T. Beatty, Director

Summer Opportunity

M

MAKE MORE THAN MONEY
MOVE AGAINST POVERTY
MAIL APPLICATION NOW

JOIN

NORTH CAROLINA VOLUNTEERS

North Carolina is out front in this nation's attack on poverty. College students now can join the fight. The North Carolina Volunteers, a brand-new, Peace-Corps style organization, needs your brain, your muscle, and your heart this summer for work in poverty-fighting programs all over North Carolina.

One hundred college men and women will be selected to serve in the North Carolina Volunteers this summer. Your race or creed doesn't matter. What counts most is your attitude toward serving the people of poverty, who live at the economic bottom of our society.

Young women in the Volunteers may make the rounds with public-health nurses, lead games and teach craft work, or furnish some love and attention to affection-hungry children from poverty-level homes.

College men in the Volunteers may work in construction crews to repair slum houses. They may teach the rules of baseball and concepts of fair play to poor children. They may help with work in health clinics.

These, and scores of other jobs, will be handled this summer by college students in the North Carolina Volunteers.

The Program lasts 11 weeks, starting

June 15. Pay is $250 for the period, plus room and board, and transportation expenses as well. You'll be located in one of the ten North Carolina areas where the North Carolina Fund is conducting experiments to break the poverty cycle.

You'll live on a college campus, or in a private home near your work assignment. You'll be working with a team of Volunteer students from all over North Carolina in a community-action program to break the cycle of poverty.

Jack Mansfield is consultant for Volunteer Services for The North Carolina Fund. He will work with Beatty on training, supervision, and community assignment of Volunteers. Mansfield is a Methodist minister and a graduate of Duke University. He is head of Methodist Youth Activities in the North Carolina conference and has supervised youth camps and migrant-worker relief work in several areas of the state. He was elected Man of the Year by The Morehead City Jaycees last year.

Jim Beatty, director of the North Carolina Volunteers, is North Carolina's most famous active athlete. Beatty was the first man to run an indoor mile in under four minutes, and currently holds three track records. Beatty, who was voted one of the Ten Outstanding Young Men of 1962 by the U. S. Chamber of Commerce, returned to North Carolina last fall to develop the North Carolina Volunteers program.

Application—North Carolina Volunteers

Name ____________ College Address ____________

Permanent Address ____________ Birth date ______ Birth place ______

Semesters Completed ______ Major ____________ Marital Status ______

Campus Activities ____________

Special Skills ____________ Disabilities ____________

Parent's Names ____________

Parent's Occupations ____________

No. brothers ______ Ages ______ No. Sisters ______ Ages ______

Your Previous Employment ____________

On reverse side of application state reason for applying to the Volunteers, plus further comments on special skills, etc.

SEND APPLICATION TO NORTH CAROLINA VOLUNTEERS, BOX 687, DURHAM, N. C.

REFERENCE: ____________

(LIST 2 AND ADDRESSES) ____________

____

DEADLINE FOR MAILING—APRIL 22, 1964

Initial Evaluation Sheet

School________________________________Reference__________________________

Use space for additional comments

Name	Excellent	Acceptable	Reject
______________________________	_______	________	_____
______________________________	_______	________	_____
______________________________	_______	________	_____
______________________________	_______	________	_____
______________________________	_______	________	_____
______________________________	_______	________	_____
______________________________	_______	________	_____
______________________________	_______	________	_____
______________________________	_______	________	_____

The North Carolina Volunteers

Regional Evaluation

Name ______________________________ Age ____________

College ____________________ Year ________ Major ____________

Home ____________________ Parent's Position ____________________

Employment Experience ____

Skills ____

Activities ____

Reference ____________________________ Evaluation ____________

Reference ____________________________ Evaluation ____________

Special ____

Name ____

College ____

Application Received, Date ______________________________

Reference No. 1 Received, Date ___________________________

Name of Reference and Position ___________________________

____

Reference No. 2 Received, Date ___________________________

Name of Reference and Position ___________________________

____

File Made ____________________

Named Logged on Running School file ______________________

Campus Contact Evaluation Returned (After April 7)

____

ACTION: (preliminary)

____ Rejection (sent) ______ Screening Date, Place, & Time (sent)

____

ACTION: (secondary)

____ Rejection (sent) ______ Final Selection

ACTION: (final)

____ Rejection ______ Volunteer (file transferred into volunteer office)

NORTH CAROLINA VOLUNTEERS

AGREEMENT

I, ____________________, agree (1) to participate as a member of the North Carolina Volunteers, subject to termination at any time for cause or otherwise, by the Director of Volunteer Services of the North Carolina Fund; (2) that I shall not be or become an employee of the North Carolina Fund or the North Carolina Volunteers, but that I shall be subject to and shall abide by all rules and regulations applicable to the members of the North Carolina Volunteers and participants in activities of the Volunteers.

____
Volunteer

I, ________________________, the parent and/or guardian of ________ ________________ do agree and grant to the Director of Volunteer Services of the North Carolina Fund the same authority as and permission to stand in the position of the undersigned parent and/or guardian for purposes of taking care of or arranging to take care of any medical or hospital needs of the Volunteer during any part of time that he/she is participating in any activity or program of the North Carolina Volunteers, and the Director of Volunteer Services shall also have the authority to sign any document, papers, consents or releases required by any doctor or hospital in order for a Volunteer to obtain medical or hospital care.

____
Parent and/or Guardian

TRAINING PROGRAM OUTLINE, JUNE 15-17, 1964

[All speaking sessions will be held in Building 9 (Sociology-Psychology), Room 130]

	MONDAY June 15	TUESDAY June 16	WEDNESDAY June 17
8:00 to 8:30	Breakfast	Breakfast	Breakfast
9:00 to 9:45	Session One "Community Development" by William Koch	Session Four "Public Welfare" by Louis Christian	Session Seven "Government and Community Organization by George H. Esser, Jr.
10:00 to 10:45	Team Discussion	Team Discussion	Team Discussion
11:00 to 11:45	Total Group Conference	Total Group Discussion	Total Group Conference
11:45 to 12:15	Lunch	Lunch	Lunch
1:30 to 2:15	Session Two "Pre-School Training" by Dr. Carl Brown	Session Five "Community Recreation" by Dr. Doug Sessoms	Session Eight "Public Health by Dr. Burns Jones
2:30 to 3:15	Team Discussion	Team Discussion	Team Discussion
3:30 to 4:15	Total Group Conference	Total Group Conference	Total Group Conference
5:30 to 6:30	Dinner	Dinner	Dinner
7:00 to 7:45	Session Three "America's Outlook on Poverty" by Dr. Hal Pope	Session Six "Pre-High School Training" by Miss Mary Hatley	Session Nine "Social Problems, Change, and Race Relations" by Dr. Hal Pope
8:00 to 8:45	Team Discussion	Team Discussion	Team Discussion
9:00 to 9:45	Total Group Conference	Total Group Conference	Total Group Conference

THE NORTH CAROLINA VOLUNTEERS

Retraining Schedule

Friday, July 24

Arrival and Check-In -- Dorms G and H

Saturday, July 25

8:00 to 8:30	Breakfast
9:00 to 9:45	Welcome -- Jack P. Mansfield Impact -- George H. Esser, Jr. Reaction -- Franklin L. Bush
10:00 to 11:15	Group Meetings
11:45 to 12:15	Lunch
1:30 to 2:15	Agency Work Relations
2:30 to 3:45	Subject Area Discussions
4:00 to 4:45	Talk Back
5:30 to 6:30	Dinner
7:00 to 7:45	Reports from Teams
7:45 to 8:30	The Future
8:30 to	Volunteerama

Sunday, July 26

8:30 to 9:00	Breakfast
	Free Time
12:00 to 12:30	Dinner
1:00	Meeting -- Ball Room -- Union Building
2:00	Governor Terry Sanford
3:30	Bus Boarding

All meetings Saturday will be in the Engineering Building which is located behind Duke Chapel.

NORTH CAROLINA VOLUNTEERS

Evaluation Schedule, August 27-29, 1964

Thursday	5:30 p.m.	Volunteers arrive and check in--Dorms C & H
	8:00 p.m.	Informal group session (place will be announced)
Friday	9 to 11 a.m.	Volunteers to answer first questionnaire Supervisors' meeting
	11:10 to 12 noon	Film on Volunteers by Dick Schoener -- Room 130, Building 9
	12 to 1:30 p.m.	Lunch
	1:45 to 2:45 p.m.	Volunteers' second questionnaire
	3 to 5 p.m.	Group evaluation, with supervisors assigned to groups Suggested Topics 1. Team living 2. Job assignment 3. Community agency 4. Volunteers' effectiveness
	6:30 p.m.	Dinner and Social (Saddle and Fox Steak House 3211 Hillsboro Road)
Saturday	9 to 10 a.m.	Volunteers' third questionnaire
	10:30 to 11 a.m.	Final session -- Room 130, Building 9

Please TYPE or
use BLACK ink.

THE NORTH CAROLINA FUND
Post Office Box 687
Durham, North Carolina 27702

APPLICATION FOR EMPLOYMENT

Recent
Photo

1. Name: ____
(Last) (First) (Middle) (Maiden)

2. Permanent Address: ______________________________________

3. Present & Mailing Address: ________________________________
(If different from permanent address)

4. Telephone: (Business) ________________ (Home) ________________

5. Place of Birth: ________________ Date of Birth: ________________

Sex: __________ Height: __________ Weight: __________

6. Marital Status: Single____ Married____ Divorced____ Widowed____

Number of Children_________ Separated_____

7. Ethnic Background: ________________ (Information important, multiracial staff is desired)

8. Are you willing to work with people of different ethnic backgrounds? Yes___ No___
(Use separate sheet and attach--give reasons whether answer is yes or no)

9. Educational History: Please give your complete educational history. If more space is needed, attach separate sheet.

Include name and location of school, dates attended from/to, years completed, major area of study, diploma or degree received.

Elementary
and
High School

College or
University

Graduate or
Professional

Other

Note: List on separate sheet your professional affiliations and names and sources of your publications. Any additional information which you feel may be helpful should also be listed on the separate attachment.

10. References: Choose either of the following alternatives: (1) Indicate where you have up-to-date personnel papers filed with a placement agency (such as Social Work Vocational Bureau, professional school placement office, etc.). If you so indicate, we will assume we have your permission to send for your file.

Placement Bureau & address________________________________

OR (2) Give names and addresses of five or six persons who know you professionally, including at least one or two supervisors, whom we may ask about you.

1.________________________________

2.________________________________

3.________________________________

4.________________________________

5.________________________________

6.________________________________

May we share your papers, including replies to references letters, with sponsors in Fund-related community projects?

11. Employment History: Please use the following space for listing and describing your professional employment experience. Number each listing starting with the present or last position. Include the following information in each listing: dates of employment, your job title, name and address of agency or organization, name and title of immediate supervisor, description of duties and responsibilities, and last annual salary received. If additional space is needed, attach a continuation sheet. If you have prepared your own resume, you may attach it in lieu of filling out this section. Be sure, however, that your own resume contains the information indicated above.

NORTH CAROLINA VOLUNTEERS

NAME	HOME TOWN	COLLEGE	MAJOR	CLASS
Carlton Noble Adams	Winston-Salem, NC	UNC	Social Studies	Sr.
Alice Jean Allen	Farmville, NC	East Carolina	French	Soph.
Virginia Wright Allen	Farmville, NC	Atlantic Christian	Rel. Ed.	Jr.
Judy Andrews	Mt. Ulla, NC	Pfeiffer	Elem. Ed.	Jr.
Patricia Andrews	Raleigh, NC	St. Augustine	English	Sr.
Jacqueline Austin	Charlotte, NC	Mars Hill	Sociology	Soph.
Ruth Anne Baker	Hubert, NC	East Carolina	English	Jr.
Nancy Louise Bell	Bryson City, NC	Warren Wilson	Elem. Ed.	Soph.
Linda Ann Billington	Oak Ridge, Tenn.	UNC-G	English	Soph.
Margaret Elaine Blackwell	Salisbury, NC	Catawba	Sociology	Fresh.
Patricia Jean Brown	Rocky Point, NC	East Carolina	English	Fresh.
Audrey Gayle Bunce	Stedman, NC	UNC	Education	Sr.
Sandra Jo Butler	Roseboro, NC	Meredith	Soc. Studies	Sr.
Sara Byrd	Morganton, NC	UNC-G	Sociology	Soph.
Kathryn Calhoon	Chapel Hill, NC	Swarthmore	History	Jr.
Frances A. Campbell	Montgomery, Ala.	Bennett	Psychology	Jr.
Judy Carolyn Casey	New Bern, NC	Atlantic Christian	Med. Tech	Jr.
Elaine Janette Clary	Dumfries, Va.	Wake Forest	Psychology	Soph.
Emily Coble	Garland, NC	Pembroke	History	Fresh.
Fanny R. Coley	Clarkton, NC	Pembroke	Elem. Ed.	Jr.
Nancy Gaye Cook	Huntersville, NC	Appalachian St.	Soc. Studies	Sr.
Peggy Janet Cooper	Valdese, NC	Gardner-Webb	Guidance	Soph.
Darla Gail Crayton	Mt. Pleasant, NC	East Carolina	English	Jr.
Mona Kay Dayberry	Cherryville, NC	UNC-G	Med. Tech.	Fresh.

NORTH CAROLINA VOLUNTEERS

NAME	HOME TOWN	COLLEGE	MAJOR	CLASS
Stephen N. Dennis	Kensington, Ga.	UNC	English	Jr.
Miriam Dorsey	Raleigh, NC	Peace	Poli.Sci.	Soph.
Harry W. Durand	Lookout Mt., Tenn.	UNC	History	Sr.
DyAnne E. Echols	Niagara Falls, NY	A & T	Sociology	Sr.
Nancy Ehle	Asheville, NC	Meredith		Fresh.
David Entin	Jacksonville, Fla.	UNC	History	Grad.
Wiley Neal Evans	Asheville, NC	Western Carolina	Soc. Science	Sr.
Evelyn Marie Faucette	Durham, NC	N. C. College	Biology	Soph.
John M. Freas	Walnut Cove, NC	UNC	Chemistry	Fresh
Helen A. Fuller	W. Amitville, NY	A & T	Sociology	Jr.
Janet E. Gurkin	Raleigh, N. C.	Duke	French	Fresh.
Marvin Ormond Hardin	Rock Hill, SC	Duke	Music	Soph.
Shannon Harrelson	Charlotte, NC	Pfeiffer	Elem. Ed.	Jr.
Rebecca D. Harward	Durham, NC	Elon	Poli. Sci.	Soph.
Jessica Henderson	Fayetteville, NC	Fayetteville St.	History	Sr.
Joyce Hendley	Ocala, Fla.	Duke	Sociology	Fresh.
Mical Heyman	Durham, NC	Duke	History	Soph.
Martha Helen Hill	Rutherfordton, NC	UNC-G	Psychology	Jr.
Molly Jo Hinson	Whiteville, NC	Duke	English	Fresh.
Catherine Hopkins	Durham, NC	UNC-G		Fresh
Thomas Lane Hurley	Jefferson, NC	Lees-McRae	Sociology	Soph.
Sandra L. Johnson	Lillington, NC	Duke		Fresh
Carol Kendall	Mars Hill, NC	UNC-G	Home Ec.	Grad
Louise Brown Kennedy	Buie's Creek, NC	Duke	English	Soph.
Dale Keyser	Atlanta, Ga.	UNC	Psychology	Jr.

NAME	HOME TOWN	COLLEGE	MAJOR	CLASS
Doris Largent	Asheville, NC	A & T	Sociology	Sr.
Mildred Anne Lassiter	Murfreesboro, NC	Duke	Poli. Sci.	Jr.
Marcia Gentry Latham	Raleigh, NC	UNC-G	English	Jr.
Carroll H. Leggett	Buie's Creek, NC	Campbell	English	Grad.
Janice Rose Lewis	Spindale, NC	High Point	Sociology	Soph.
Linda Alice Long	Roxboro, NC	UNC-G	Elem. Ed.	Jr.
Alan Ray Mabe	Pilot Mt., NC	Guilford	Philosophy	Sr.
C. Harlan McCaskill	Candor, NC	East Carolina	Business	Sr.
Cynthia Lynn McConnell	Mt. Holly, NC	Wake Forest	Latin & Eng.	Jr.
Judith Memory	Whiteville, N.C.	UNC-G	English	Fresh
Hollis Allen Miller	Salisbury, NC	Lenoir-Rhyne	Sociology	Jr.
Marie Moorefield	Lexington, NC	Wake Forest	Religion	Soph.
Betty Jane Morehead	Summerfield, NC	Bennett	Elem. Ed.	Sr,
Michael Eric Morgan	Salisbury, NC	Appalachian St.	Math & Bus.	Fresh
Judy Carol Morton	Albemarle, NC	Appalachian St.	Sociology	Sr.
Rosalind Neigher	Longmeadow, Mass.	UNC-G	History	Jr.
Katherine Parrish	Chapel Hill, NC	UNC	Art Ed.	Grad.
Carolyn L. Plott	Oxford, NC	UNC	Sociology	Jr.
Linda D. Powell	Goldsboro, NC	Bennett	History	Sr.
Susie Ruth Powell	Whitakers, NC	Bennett	English	Sr.
Elizabeth Prevost	Wilmington, NC	Salem	Chemistry	Jr.
Catherine Q. Price	Salisbury, NC	Catawba	Home Ec.	Fresh
Lynn Reavis	Mooresboro, NC	N.C. State	English	Soph.
Brenda Richardson	Westbury, NY	A & T	Sociology	Soph.
Lily Farley Ross	Opelika, Ala.	St. Mary's	History	Soph.
Richard Schoener	Newark, N.J.	UNC	Radio,TV,MP	Grad.

NAME	HOME TOWN	COLLEGE	MAJOR	CLASS
Robert Cole Scott	Fayetteville, NC	Montreat-Anderson		Fresh
Sylvia Ann Simpson	Monroe, NC	UNC-G	Education	Sr.
Carol Elaine Smith	Wilmington, NC	Wilmington	Sociology	Fresh
Susan L. Snow	Charlotte, NC	Skidmore	Sociology	Soph.
Lesley Sterling	Raleigh, NC	Duke	Philosophy	Soph.
Suzanne Sterling	Raleigh, NC	UNC	Art	Soph.
James E. Stovall	Roxboro, NC	UNC	Chemistry	Fresh.
Penn Rodion Szittya	Asheville, NC	UNC	English & His.	Soph
Robert Eddie Thore	Charlotte, NC	Duke		Fresh
Suzanne Trevathan	Springfield, Va.	Wake Forest	German	Jr
William Harvey Ussery	Snow Hill, NC	Wake Forest	Philosophy	Soph.
Starling Anne Walter	Greensboro, NC	UNC-G	History	Soph.
Vivian Hope Warner	Rockingham, NC	UNC-G	Psychology	Soph.
Martha Watson	Greensboro, NC	Queens	English	Sr.
Hannah E. White	Dunn, NC	UNC-G	History	Sr.
Nathaniel B. White	Durham, NC	Duke	Math	Fresh
Dorothy Wilkerson	Charleston, SC	Bennett	Sociology	Jr.
Patricia Ann Wilson	Shelby, NC	Gardner-Webb	Sociology	Soph.
Stanley Winborne	Wilmington, NC	Wilmington	English	Soph.
James Womack	Selma, NC	UNC	Pre-med.	Fresh
Reba Rae Worthington	Wilmington, NC	Appalachian St.	Elem. Ed.	Sr.

NORTH CAROLINA VOLUNTEER SUPERVISORS

NAME

1. John G. Cockrell
2. Tony W. Etz
3. Mrs. Julia T. Bohannon
4. James Portman
5. Robert George

NAME

6. Jeffrey McArthur
7. William G. Harriss
8. Rex Jarrell
9. Thomas Nuchols

VOLUNTEER QUESTIONNAIRE I

Name ______________________ Team Location ______________

I. The beginning on Duty

A. What were your reactions to meeting the members of your team?
B. What did you think about the training session (topics, length, etc.)?
C. What are your suggestions for next year's training program?

II. Entrance into your community

A. What was your supervisor's reaction to the community?
B. What were the reactions of the community to your arrival?
C. What were your reactions when you arrived?
D. What happened in your first few days on the job?
E. What are your suggestions for future team efforts concerning the above items?

III. First several weeks on the job

A. What were your supervisor's reactions to his work?
B. What were your reactions to your work?
C. What were the most important problems you faced?
D. What were the leadership problems which developed?
E. What are your suggestions for improvement for the first several weeks of work?

IV. Retraining session

A. How did you feel about coming back to the retraining session?
B. How did the community react to the Volunteers' leaving for the retraining?
C. What did the Volunteers in your team honestly think about the retraining session?
D. Do you think the talk-back session should have been extended?
E. What were your reactions to talking with other Volunteers?
F. What were your reactions to talking with other supervisors?
G. What were the supervisors' reactions upon leaving the retraining session?
H. How did you feel about leaving the retraining program?
I. What are your suggestions for retraining sessions in the future?

V. Several weeks on the job after the retraining program - general comments

A. Was your team more effective in its work after the retraining program or before the retraining program?
B. Was your team's morale higher or lower after the retraining session than before the session?

NAME ______________ **DATE** ______

TEAM ______

TIME	**Activities Performed**	**Comments**
8		
9		
10		
11		
12		
1		
2		
3		
4		
5		
6		
7		
8		
9		

VOLUNTEER QUESTIONNAIRE I

Name ______________________ **Team Location** ____________

I. The beginning at Duke

A. What were your reactions to meeting the members of your team?
B. What did you think about the training session (topics, length, etc.)?
C. What are your suggestions for next year's training program?

II. Entrance into your community

A. What was your supervisor's reaction to the community?
B. What were the reactions of the community to your arrival?
C. What were your reactions when you arrived?
D. What happened on your first few days on the job?
E. What are your suggestions for future team efforts concerning the above items?

III. First several weeks on the job

A. What were your supervisor's reactions to his work?
B. What were your reactions to your work?
C. What were the most important problems you faced?
D. What were the leadership problems which developed?
E. What are your suggestions for improvement for the first several weeks of work?

IV. Retraining session

A. How did you feel about coming back to the retraining session?
B. How did the community react to the Volunteers' leaving for the retraining?
C. What did the Volunteers in your team honestly think about the retraining session?
D. Do you think the talk-back session should have been extended?
E. What were your reactions to talking with other Volunteers?
F. What were your reactions to talking with other supervisors?
G. What were the supervisors' reactions upon leaving the retraining session?
H. How did you feel about leaving the retraining program?
I. What are your suggestions for retraining sessions in the future?

V. Several weeks on the job after the retraining program - general comments

A. Was your team more effective in its work after the retraining program or before the retraining program?
B. Was your team's morale higher or lower after the retraining session than before the session?

VI. **General suggestions you might have concerning next year's program for both the North Carolina Volunteers and those programs in other states**

A. What kind of Volunteers should be selected?
B. What kind of jobs should Volunteers be given?
C. What should the Fund and the Volunteer Staff do to make the Volunteer program in your area more successful?
D. What are your suggestions about the field visits to your group by the Volunteer Staff members?
E. What suggestions do you have concerning what the supervisor's duties, responsibilities, privileges, etc., should be in future programs?
F. How successful do you think the Volunteers have been in combating poverty, why? (Please give examples supporting your ideas.)
G. What preparations or planning should be done with community agencies, etc., in your area by the staff?
H. Do you think that the supervisors should be strong leaders who control things pretty carefully, or should they be more easy-going and allow the team to participate in making decisions?
I. If you were responsible for this total program, how would you feel about its effectiveness, failings, etc.?
J. What other suggestions, problems, errors, etc., are deserving of comment?
K. In all honesty, have your attitudes toward poverty people changed over the summer? If so, how?
L. In all honesty, do you think poverty people can be helped by programs such as the Volunteers?
M. Do you think group living is the best method of housing a Volunteer team? Why or why not?
N. How did you feel about your social life as a Volunteer this summer?
O. Do you think that the work you have done this summer will be carried on after you have gone?
P. Have there been any cases in your area in which the local people have started to help themselves or others? If so, give examples?

* QUESTIONNAIRE II was not part of the analysis.

VOLUNTEER QUESTIONNAIRE III

NAME ______________________________ TEAM LOCATION ______________

1. Would you please list the specific jobs which you have been doing this summer and give a brief description of the activities you performed in each job.

First Job

Second Job

Third Job

Fourth Job

Fifth Job

2. How did you like each of these jobs? Why?

3. Would you briefly describe your relationship to the agencies with which you worked this summer. First, list the agencies, and then tell how you related to them, how cooperative they were, what they thought of the Volunteer program, and so forth? *

First Agency

Second Agency

Third Agency

Fourth Agency

4. In your opinion, how did the community in which you worked accept your team of Volunteers? Would you please give a brief description of how the community related to your team, how cooperative they were, how eager they were to fight poverty, how aware they were of the Volunteer program in their area, and so forth?

5. In your opinion, how did the Volunteer Committee in your community conduct their activities, relate to your work, help you with your tasks, etc.?

* For further comments, please record on back of this page.

NORTH CAROLINA VOLUNTEERS

Volunteer's Name ______________________________ Team Location ____________________

1. How is she/he able to adapt to new situations?

2. How cooperative is she/he in group activities?

3. How self-reliant is she/he in initiating new programs, handling problems on his own, etc?

4. Does she/he take the lead in group tasks? (What are his leadership skills?)

5. How well does she/he meet and communicate with people in the community?

6. How motivated is she/he to do this work?

7. How has she/he adjusted to the interracial living and working?

8. How responsible is she/he? (Does he stick to a job, see it through, etc.?)

9. How satisfied was she/he with his role as a volunteer?

10. How much did she/he contribute intelligent ideas to his job and the team?

11. How emotionally stable was she/he throughout the summer work?

12. How did his skills (as a volunteer) develop over the summer (e.g., improve, decline?)

13. How creative is she/he in carrying out his work?

14. How accepting is she/he of others whose environment and moral standards are appreciably different?

15. Did her/his maturity increase or decrease through the summer's experience?

16. Is she/he able to accept the role of a follower? (Does he accept supervision readily?)

17. Please discuss very frankly the moral standards and behavior of this volunteer over the summer. (Is it too extreme in either direction, etc.)